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ABSTRACT

GRADES OR AGES: Grades K-12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has three main sections: 1) kindergarten-grade 6; 2) required courses, grades 7-11; and 3) electives, grades 10-12. In each subsection the objectives are listed, an outline of the course is given, concepts and suggested activities are listed in two parallel columns, and evaluation questions are provided. A sample unit is included for each course, including overview, objectives, initiation of the unit, suggested activities, evaluation, selected references, and other resources. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed at the beginning of the course for each grade. Suggested activities are listed for each course, and more detailed activities are included in the sample units. INSTRUCTIONAL MATERIALS: References to books, periodicals, and audio-visual materials are included in the sample units for elementary grades and in both the general course descriptions and the sample units for secondary grades. STUDENT ASSESSMENT: Typical evaluation questions are included for each grade, with more detailed questions in the sample units. An explanation of evaluation techniques, together with sample evaluation charts, is included at the end of the section on elementary grades. (MBM)

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SOCIAL STUDIES GUIDE

KINDERGARTEN - LEVEL TWELVE

U.S. DEPARTMENT OF HEALTH, EDUCATION, & WELFARE
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HAZELWOOD SCHOOL DISTRICT

7011 HOWDERSHELL ROAD

HAZELWOOD, MISSOURI

APPROVED BY BOARD OF EDUCATION JUNE 4, 1970

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HAZELWOOD SCHOOL DISTRICT

ST. LOUIS COUNTY

HAZELWOOD, MISSOURI

PHILOSOPHY OF EDUCATION

Democracy is the only acceptable way of life by us as Americans. We know it is not inherited and it must be learned anew by each generation.

The purpose of the educational program then becomes evident: the practice of democratic principles, and the preservation and improvement of the democratic way of life.

We understand that in a democratic society the dignity and worth of the individual are of prime importance. A democratic society is dependent upon the education and development of each individual to his maximum capabilities. Many agencies such as home, church, school and community share the responsibility of the growth of all individuals, but the school is perhaps the only one that has as its specific purpose the direction of formal educational growth.

Each individual maintains his own unique rate of gradual, continuous change of physical, mental, social, emotional and academic characteristics. We believe that each child has the right to a basic program of individual education which develops his potentialities to the utmost.

In achieving these purposes we are obligated to provide a continuously evolving educational program whereby each individual has the opportunity to develop self-realization, human relationships, economic efficiency, and civic responsibility.

Self-realization may be developed through critical thinking, competency in tools of learning, good habits, awareness of self-potentialities, and building of character.

Human relationships may be developed through understanding of human and spiritual values and an appreciation of democratic living.

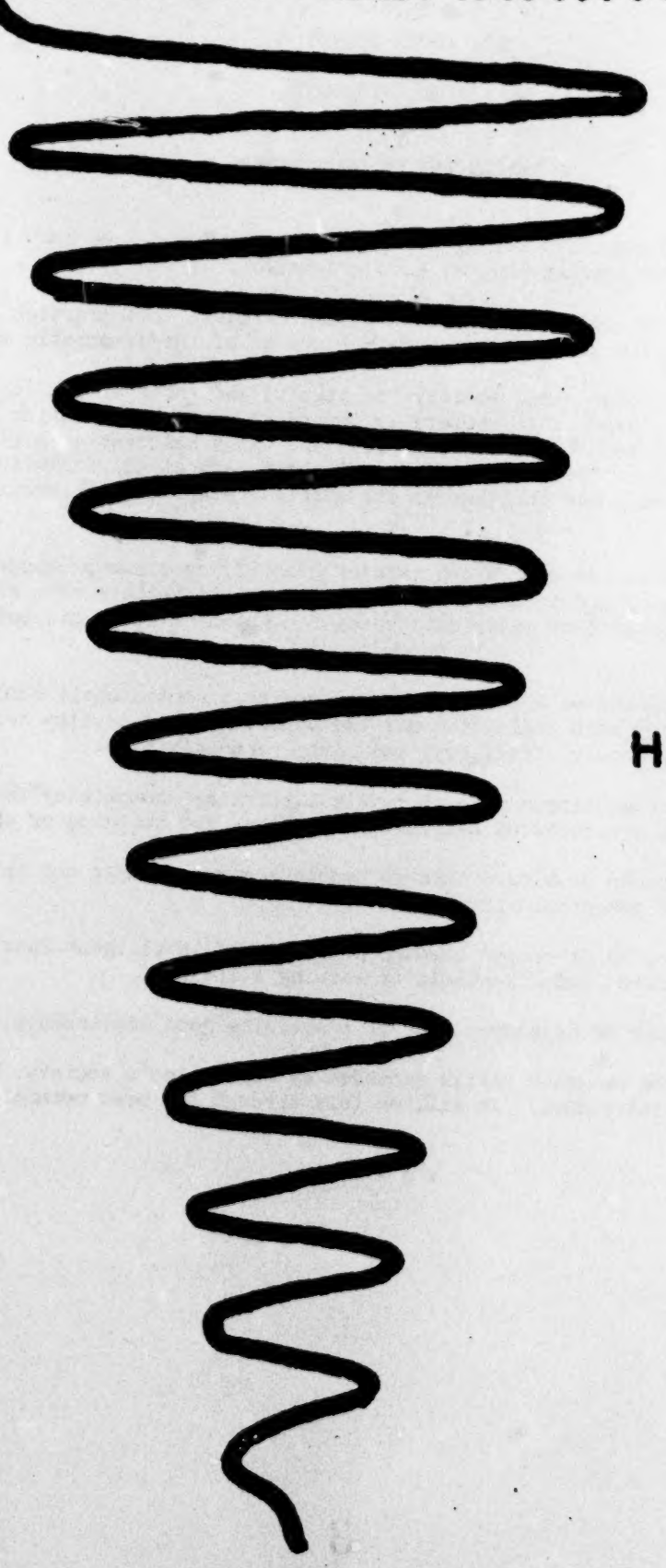
Economic efficiency may be developed through knowledge of intelligent consumer habits, conservation of resources, and essentials to earning a living.

Civic responsibility may be developed through practicing good citizenship.

We propose to teach the academic skills demanded by our nation's society, but never at the sacrifice of the individual. We will do this through the best methods known to the profession.

* * * * *

COMMON LEARNINGS



HAZELWOOD
SCHOOL
DISTRICT

KINDERGARTEN

SOCIAL STUDIES GUIDELINES

FOREWORD

Social Studies is subjective by nature. Its purpose is to understand the relationships among inherent concepts in the various disciplines of the sciences and to develop attitudes, values and ideals.

It encompasses many of the skills of human relations, many of the attitudes, values and ideals men need to understand, to make decisions, to question prior judgements, to invite and to explore new solutions to old, continuing, and new problems.

With this in mind, the Social Studies Guidelines have been prepared to facilitate continuity in the learning process K-12.

I. ACQUIRE KNOWLEDGE AND APPRECIATION OF OUR HERITAGE

- A. Become acquainted with significant elements of our social, moral, spiritual, cultural, political, and economic heritage
- B. Analyze the pressing issues of our social, moral, spiritual, cultural, political and economic life
- C. Develop a social consciousness that is built on the understanding that each individual is in part responsible for the preservation and improvement of man's cultural heritage
- D. Develop wholesome allegiance to ideals of American democracy
- E. Develop an accurate understanding of the economic systems of the world as determined by industrial, political, geographical, social, cultural, moral, and spiritual influences
- F. Understand intra-relationships and inter-relationships among social, moral, spiritual, cultural, political, and economic problems and issues
- G. Understand relationships of all peoples through the study of geographical, social, economic, and political divisions

II. DEVELOP RESPONSIBLE CITIZENSHIP

- A. Learn to live with self and others through:
  1. Understanding behavior
  2. Respecting humanity
  3. Respecting rights and property
  4. Respecting authority
  5. Appreciating purposes and values of rules and laws
- B. Apply acquired learning
- C. Understand and apply moral, spiritual, and ethical values underlying good citizenship
- D. Learn to deal with controversial issues in proper perspective
- E. Learn to recognize and deal rationally with propaganda
- F. Learn to make intelligent decisions based on the best available information from varied media
- G. Investigate basis of attitudes, beliefs, and values
- H. Assume responsibilities and duties, as well as rights and privileges, in a democracy
- I. Study problems of home, family, and community living and their effects on a successful family life
- J. Understand commonality of all peoples of the world
- K. Learn to appreciate and wisely use natural resources
- L. Develop and constructively use human resources
- M. Develop essential attitudes which would motivate participation as a responsible citizen

III. LEARN TO DEAL EFFECTIVELY WITH CHANGE

- A. Understand ever increasing interdependence of man
- B. Become aware of the need for greater understanding of society as affected by domestic and foreign influence
- C. Assume a responsible role in society as a result of experiences and changes
- D. Exercise self-discipline and self-responsibility through developmental stages of the individual
- E. Acquire a practical and theoretical understanding of economic concepts which makes possible an adaptibility to change
- F. Adapt interest and abilities to meet the needs of a changing society
- G. Use individual potentialities in a changing society to achieve self-realization
- H. Establish a realistic philosophic approach to life situations

SOCIAL STUDIES K-12

SCOPE AND SEQUENCE

Social learning takes place in all situations in which students interact with others - the home, school, local community, other communities in the United States and the World.

The suggested experiences in this social studies guide are not intended to be all inclusive or restrictive. This guide will assist in stimulating the teachers to use their own initiative, imagination, and creative ability in planning and implementing social learning experiences.

LEVEL	BASIC THEME	SPECIFIC UNITS	ELECTIVE PROBLEMS AND BRIEF DESCRIPTION
K	Individual and Families	Orientation to School Home Neighborhood Living	
1	Individual and Families	Family Living In Local Areas Family Living In The U.S. Current Events	
2	Individual and Families	Family, Schools and Neighborhoods in the U.S. Family, Schools and Neighborhoods in Japan, India and Switzerland	
3	Communities	Indian Communities Ranching and Farming Communities Mining and Lumbering Communities Large City Communities	
4	Communities and Missouri	Desert Communities Tropical Rain Forest Communities Plains Communities Mountain Communities Our State, County and City	
5	U.S. Today and Yesterday	European Explorers Europeans Settle In The New World Early Years of Our Country Westward Movement War Between the States and Reconstruction The U.S. Becomes A World Leader Four Major Areas of the U.S.	
6	Selected Countries	In Selected Countries: Meeting Similar Needs Adaptation Man's Relationship to His Environment Patterns and Development of Nations Interdependence of Nations	
BASIC PROBLEMS AND DECISIONS IN THE UNITED STATES (7-8)			
7	Problems and decisions in the U.S. today with the individual's role emphasized (Includes unit of study on Missouri Constitution)	Inquiry and Critical Thinking The Adolescent in Society Group Relationships The Emergence of Cities Major Urban Problems The Student's Role in Federal, State and Local Government	
8	A chronological study of American history with geographic, economic, governmental, and social aspects. (Includes study of U.S. Constitution)	Exploration and Colonization The New Nation Early Years of the Republic Western Influence and Manifest Destiny The Great Crises America Enters the Machine Age The U.S. Becomes A World Power The U.S. Faces the World of Tomorrow	

SCOPE AND SEQUENCE (Cont'd)

LEVEL	BASIC THEME	SPECIFIC UNITS	ELECTIVE PROBLEMS AND BRIEF DESCRIPTION
CULTURES (9-10)			
9	Deals in depth with nine major cultures in the world today and yesterday	Semester One Discussion Techniques Religious Freedom Negro Views of America American Economic System Government of Missouri Education Semester Two Russian Culture Africa (Kenya) Southeast Asia (Indonesia) Latin American Culture	
10		Semester One Western Civilization Semester Two South Africa Brazil India China	These areas lend themselves to a problem approach with considerable emphasis on the student working directly with a teacher in an independent study program. These are essentially one-half unit courses. MISSOURI HISTORY - This course will give particular attention to our State's history, geography, contributions to the arts, sciences, and government. The relationship between Missouri's influence on the nation and the nation's influence on the state will be emphasized. GEOGRAPHY - This course is a study of our world and the way man has adapted to his environment. A study will be made of the political, physical, and environmental features of various countries.
THE UNITED STATES AND THE EMERGING INTERNATIONAL COMMUNITY (11-12)			
11	American History	Semester One Population Growth and Changes Evolution of American Democracy (Constitution) Foreign Policy Semester Two Economic Changes and Development Growth of Equal Rights The American Character	ECONOMICS - A basic course designed to acquaint the student with the economic structure of our country and the world. It is a study of production of goods and services, the consumer, money and credit, price setting, government regulation, growth and stability of our economy and international economic relationships. SOCIOLOGY - Study of man's relationship to culture and society. It deals with heredity and environment, culture changes and controls institutions, and problems relating to marriage, crime, employment, resources, education and minority groups.

LEVEL	BASIC THEME	SPECIFIC UNITS	ELECTIVE PROBLEMS AND BRIEF DESCRIPTION
12	CONTEMPORARY PROLEMS in the U.S. and in the other parts of the world	American Economic Systems Current Economic Problems Comparison of Economic Systems Personality Group Relationships Problems of a Contemporary Society Comparitive Political Systems Role of a Citizen in a Democracy American Government in International Affairs Motivation Intelligence Learning Basic Social Institutions Marriage	SOCIAL PSYCHOLOGY - A scientific study of the individual as he relates to society. It deals principally with the reasons the individual behaves as he does. The course is designed to aid the student in self-understanding, and evaluation of motives, helpful and harmful to himself and his relations with others. FAMILY RELATIONS - Emphasizes the role of the individual within the family group and the relationship of the family to the community group. Dating, mate selection, divorce and its affects and various life cycles as they relate to permanence and successful family life are studied. AMERICAN GOVERNMENT - A study of the organic structure of federal, state, and local government, with emphasis on comparison of the American systems. A study of the origins and evolution of American democratic principles is made. INTERNATIONAL RELATIONS - This course is comprised of a study of geographical, technological, economic, political and cultural reasons why the United States is involved in world affairs. The course centers around a study of the interaction between nations throughout the world.

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In addition to the writing committees listed above, we are indebted to the many administrators and teachers from the Hazelwood School District who offered helpful suggestions and activities for the Social Studies Curriculum Guide; for these contributions, we are deeply grateful.

KINDERGARTEN LEVEL

INDIVIDUALS AND FAMILIES

OBJECTIVES

1. The pupil should undertstand that school is a place where each one shares, helps, works and has experiences.
2. Develop the understanding that there are many people who help us at school.
3. Develop responsibility in the care of his personal possessions, the possessions of others and school property.
4. Develop the understanding that each of us belongs to a family.
5. Recognize that each member of the family has the responsibility of sharing in the work as well as play.
6. Develop the understanding that a neighborhood is a place where we live with many other families.
7. Develop the understanding that certain days are holidays because they are important days in our country's history.

OUTLINE

I. Orientation to School
   A. Safety To and From School
   B. Getting Acquainted in School
   C. Our School Family
II. Home
   A. Family Members
   B. Physical Environment
   C. Things Families Do Together
III. Neighborhood Living
   A. Workers
   B. Seasonal Changes

I. ORIENTATION TO SCHOOL

CONCEPTS	SUGGESTED ACTIVITIES
1. Safety is important.	A. Tour building and playground. B. Discuss safety on playground, in the building, and to and from school.
2. We learn safety.	A. Make stop signs and other safety signals and signs. B. Make a mural showing school, buses, helpers, playgrounds, etc. C. Practice fire drills and other safety measures. D. Display safety signs.
3. School is a friendly place and needs many helpers.	A. Draw helpers. Use child as a model, draw around him on kraft paper, paint or color. B. Have a safety patrol boy or girl visit the classroom.
4. We learn about our school family.	A. Meet school staff.
5. A family is a group.	A. Play guessing game--"Who Am I?" to describe school helpers.

II. HOME

CONCEPTS	SUGGESTED ACTIVITIES
1. Members of the family work together to make a happy home.	A. Read a story. Stress that each character in the story is a member of a storybook family. B. Collect pictures of various kinds of homes and display them in some appropriate manner.
2. Families do things together for work, fun, and learning.	A. Bring pictures from home showing different occupations. B. Enjoy riddles. C. Describe a job that father or mother does.

CONCEPTS	SUGGESTED ACTIVITIES
3. Our home is where we live.	A. Draw a picture of how a home would look if no one kept it clean. B. Follow up with discussion of home responsibility. C. Dramatize dressing up, playing house, and preparing food. D. Impersonate members of the family. E. CLOTHING STORE WINDOW--Children like to make mittens, snow suits, scarves and galoshes, and other articles. Use cellophane to make windows look real. F. DRESS A CHILD IN CLOTHES APPROPRIATE TO FALL (or other season). Color fall clothing. G. Teacher writes an experience chart story, dictated by children, about clothing. H. Use flannel board stories to illustrate different types of clothing and homes. I. Tell about any cooking the children helped to do-pop corn, make gingerbread boy, etc. J. Make a bulletin board chart on craft paper. Cut pictures of things that belong in various rooms as follows:

Kitchen	Bedroom	Dining room	Living room	Patio

Make a chart of foods, clothing or furniture that belong together.
K. Take a walk to observe different homes.
L. Make a class scrapbook with each child's drawing of HIS home.
M. Make a class phone directory.
N. Make a class scrapbook--paste magazine pictures to illustrate food, clothing, or homes.
O. Listen to poems about homes.
P. Draw pictures of homes.
Q. Construct a playhouse.
R. Make a scrapbook on large pages--paste magazine pictures of drawings to illustrate food we eat.
S. Make a food, clothing or home mobile.
T. Make place mats--draw in the plate, silverware, napkin, etc.
U. Make a mural of children dressed according to the seasons.

4. Families work together.	A. Make a list of activities families enjoy indoors and outdoors. B. Discuss the roles and responsibilities of family members. C. Dramatize activities showing how the family can work together. D. Stress the need for cooperation for a happy home. E. Make individual picture booklets.
5. Families have fun together.	A. Make a picture of some leisure time activity that the family would enjoy. B. Collect pictures showing family fun activities. C. Tell about trips or vacations.

III. NEIGHBORHOOD LIVING

CONCEPTS	SUGGESTED ACTIVITIES
1. The neighborhood is the community where we live.	A. Draw a map of the school on kraft paper--include streets leading to school and label. Paste on houses the children brought in or made and place house numbers on them.
2. Our home and school are in the neighborhood.	
3. There are many streets leading to our school.	A. Talk about house numbers--telephone numbers and addresses.
4. We learn safety rules.	A. Write an experience chart story on safety. (Children dictate to teacher--teacher writes story.)
5. These people help us: Firemen, Policemen, Postmen, Doctors, Dentists, Nurses, Patrol Boys and Girls, School Staff-Cafeteria Helpers, Custodial Workers, Repairmen, Others.	A. Make fire engines. Tell appropriate finger-plays, stories, and poems. Learn songs about helpers. Construct a grocery store and dramatize buying and selling.
6. Some people live in the city. Some people live in the country.	A. Discuss the names of important places.
7. We live in a state and a nation.	
8. Maps help people find their way about.	
9. We are citizens living in a democracy.	
10. We have a United States flag.	A. Ask the children to help YOU say the pledge of allegeance to the flag. B. Make a chain flag as follows: Cut and paste red, white strips and a blue field to make a flag. Staple to the bulletin board.
11. Living in other parts of the nation is in some ways different and in some ways the same as the way we live.	A. Tell appropriate stories. B. Show films and use other audio-visual aids.
12. People live on the earth.	A. Discuss the shape of the earth.
13. The globe is a kind of map to show where people live.	A. Learn that the blue area indicates water and other colors show the land.
14. There is more water than land.	
15. The earth is made up of rock, soil, water, and air.	A. Discuss the location of the United States, Missouri, the North and South Pole.
16. The earth has both land and water.	A. Recognize a globe as a symbol for the world.
17. The earth is large.	
18. The earth is one of many planets in the universe.	
19. The sun is very big.	
20. The moon is also big.	A. Talk about space. Talk about places on the ground, and in the sky. Use vocabulary as: up-down, near-far, in-out, now-then, before-after, day-night, light-dark. B. Display pictures and charts. C. Display pictures of current events. D. Use a tape recorder. Tape some experiences, songs, or an activity.
21. There are four seasons.	A. Make a mural for each season.
22. Trees change with the seasons.	A. Start a leaf collection: Place a leaf under a piece of paper and go over it with a crayon.

CONCEPTS	SUGGESTED ACTIVITIES
23. Seasons change many things.	A. Walk outside to observe changes in trees, gardens, homes, etc. After children return to classroom, have them make pictures of what they have seen. B. Imitate: Falling, whirling leaves. Raking and piling leaves. Trees swaying. Squirrels running through rustling leaves. C. Make an autumn mural. Make use of real leaves. D. Use appropriate flannelboard stories. E. Take a field trip--walk in the neighborhood and observe seasonal changes.
24. Holidays are special days.	A. Make hats from paper bags.
25. Halloween is a special day.	A. Cut real pumpkin into a Jack-O-Lantern. B. Model out of clay--pumpkin, cats, faces, etc. C. Make ghosts from facial tissues. Stuff head with newspaper and draw in features.
26. Columbus Day is October 12.	A. Use globe to show Columbus's voyage.
27. Columbus was a great explorer.	A. Display pictures about Columbus and his voyage.
28. Thanksgiving Day is in November.	A. Construct Tom-Toms from oatmeal boxes. Decorate them.
29. Pilgrims celebrated first Thanksgiving in America.	A. Make a large turkey and let each child cut out a tail feather--staple on bulletin board. B. Make an Indian headband. C. Construct a large teepee of kraft paper and decorate with Indian designs. D. Make "Thank You" scrapbook or bulletin board.
30. Animals prepare for the winter.	A. Discuss animals that hibernate and animals that store food.
31. Living things in winter need special care.	A. Teacher writes appropriate experience chart story dictated by the children.
32. Weather and seasons affect animals.	
33. Pets are fun.	A. Look at picture books about animals.
34. Pets need special care.	
35. Some birds fly south for the winter and some do not.	A. Discuss feeding birds in winter. Make a feeding station--feed birds. Discuss birds in winter and in other seasons. B. Model animals and birds from clay or paper-mache. C. Cut large animals out of brown kraft paper, color or paint, and stuff with paper. Use empty wrapping paper rolls for legs and neck.
36. Christmas is a special day.	A. Decorate the room for Christmas. B. Make paper chains.
37. Families have fun together.	A. Make cardboard churches. Use stainglass paper for windows. B. Make a Christmas mural.
38. There are many kinds of evergreen trees.	A. Bring in evergreen branches for children to observe. B. Draw or paint Christmas pictures. Cut or tear Christmas trees. Make tree decorations.
39. At Christmas time, there is much to do and see.	A. Make gifts for parents. B. Make various decorations. C. Plan a Christmas party. Make doilies and napkins. D. Listen to Christmas stories, songs, and records. E. Make Christmas cards.

CONCEPTS	SUGGESTED ACTIVITIES
40. Valentine's Day is February 14.	A. Mark Valentine's Day on calendar. B. Build a post office--each person's box is his separate mailbox. C. Dramatize buying, selling, and mailing valentines. D. Each child decorate his own valentine box, sack, or envelope. E. Use fingerplays, songs, games, and poems about Valentine's Day. F. Make strawberry gelatin to serve at Valentine's Party.
41. Some animals hibernate. 42. Some birds migrate.	A. Make a class booklet depicting hibernation and migration.
43. Lincoln's Birthday is February 12.	A. Listen to poems, songs, and stories of historical significance.
44. Lincoln was the 16th President of the United States of America.	A. Tear and paste pictures of cherry trees or log cabins. B. Build a cabin from lincoln logs. C. Sponge paint pictures using red, white, and blue colors. Dip sponges in paint and use to create various effects. D. Make log cabins from other art media (model with clay).
45. Washington's birthday is February 22.	A. Make patriotic book marks.
46. Washington was the first president of the United States of America.	A. Study pictures of Lincoln and Washington. B. Sing appropriate songs. C. Make and display the United States flag. D. Make, color, cut, and paste cherries and hatchets. E. Make silhouettes and paste on white drawing paper.
47. The President today is _____.	A. Call attention to special "February days" on the calendar.
48. Spring is one of the four seasons.	A. Make a spring mural. B. Plan a hike to look for signs of spring.
49. Trees and plants change in the spring.	A. Observe trees, buds, etc., daily. B. Plant seeds in paper cups.
50. Grass is growing and the weather changes in the spring.	A. Plant a small garden. B. Bring in and observe pussy willows and forsythia. C. Keep a record of temperature changes.
51. Children enjoy being outdoors in the spring.	A. Write an experience chart story or poem the children have dictated. B. Study shadows. C. Use globe and flashlight to demonstrate day and night.
52. Easter is a special day in the spring.	A. Draw large eggs--color, paint, or fingerpaint. B. Make an Easter mural. C. Display spring and Easter pictures. D. Make Easter baskets. E. Make Easter decorations. F. Dye Easter eggs. G. Model clay objects. H. Draw large bunnies out of kraft paper, paint, then stuff with newspapers.
53. Arbor Day is in the spring.	A. Discuss Arbor Day--care of trees.
54. Trees are planted on Arbor Day.	A. Cut out pictures of various kinds of trees--display. B. Draw trees. C. Tear paper and paste in tree shapes on construction paper.

CONCEPTS	SUGGESTED ACTIVITIES
55. May Day is the first day of May.	A. Make a paper chain Maypole. B. Make May Day baskets to take home.
56. Mother's Day is in May.	A. Make Mother's Day cards. B. Use child's picture in a card or gift for Mother's Day.
57. School vacation is in summer.	A. Make silhouettes. B. Discuss vacation plans.

EVALUATION

1. Are the children making desirable adjustments to school socially, intellectually, and physically?
2. Are the children learning to live, play, and work in a group, as well as independently?
3. Do the children understand the need for good health and safety habits, and for rules of courtesy?
4. Are the children learning to assume responsibility toward themselves and their family and to respect school property?
5. Are the children acquiring some interest in and understanding of immediate neighborhood?
6. Do the children have a better understanding of why and how we celebrate certain days and holidays?
7. Are the children becoming aware of the duties of the helpers in the home, school, and community?

SAMPLE UNIT

GETTING ACQUAINTED, SAFETY, AND HELPERS

A. Justification

We all have a special need for becoming acquainted, to learn about safety and helpers at this time.

B. Overview

The home has been the pre-school child's world. When he enters kindergarten, his new school environment, a play center in the room becomes a bridge between home and school. Gradually the play center becomes a playhouse and a real means of awaking understanding and appreciation of the home and of the contribution which each member of the family makes to happy home life.

Children will become aware of many helpers in school and at home. They will take on new meanings for them. They will learn to be helpers, too.

To acquaint the children to this new and strange environment, the equipment in the room must lend to a friendly happy atmosphere, where they will feel content and happy, and where <u>safety</u> is a part of all activities.

They will need to become familiar with the safety rules at school, on the playground and on the way home. (Bus, etc.)

C. Objectives

1. To bridge the gap between home and school
2. To acquaint children with the school, helpers, and safety devices
3. To develop an interest in school from the beginning
4. To develop safety habits from the beginning (Obey patrols, etc.)
5. To learn that school is a happy place
6. To feel secure at school

D. Introduction or Approach

1. Talk to children about: a. Listening at school b. Coming to school c. Going home (safety)

E. Special Techniques

1. Name tags:
   Pin on each child his name and bus number large enough for the teacher to see from a distance. This will help you in becoming acquainted with him as well as helping him feel a little more secure.
2. Games:
   Play games to familiarize yourself and others with names. Play games they all can play, as, "Drop Handkerchief", "Ring Around the Rosie", or "Farmer in the Dell".
3. Helpers:
   Mention helpers and friends as:
   a. Bus drivers
   b. Teachers
   c. Principals
   d. Cafeteria workers
   e. Custodians
   f. Patrols
   g. Policemen
   h. Parents
   i. Firemen
   j. Others

F. Suggested Activities

1. Art (Let all of these activities be original and creative, NO PATTERNS for them)
   a. Draw helpers--Use child as model, draw around on kraft paper, paint.
   b. Make clay objects.
   c. Make stop signs and other safety signs.
   d. Make a mural showing school, busses, helpers, playground.
   e. Cut out pictures of trees, school, etc., (ones they made).
   f. Paint or fingerpaint if you wish, (however, later may be more advisable).
2. Music
   a. Songs: (Select from the following)

From THE MAGIC OF MUSIC--Ginn

Morning Greeting	Good Afternoon	Everybody Loves Baby
Clap Together	Resting Time	Stop and Look

From MUSIC ROUND ABOUT US--Follett

People We Need	We Like to Get Up	My Baby Brother
The Mailman	What Shall I Be Today	My Dad
The Policeman's Song		

From SINGING FUN--Webster

Five Little Firemen	Five Little Hands	How Old Are You?

   b. Records
      Use records which accompany the three books listed under:
      a. Songs
      Safety Songs--County A-V
      Poetry Time--Album
      Lullabies for Sleepyheads--Educational Record Sales
      (Scott Foresman)
   c. Rhythms
      Select music records which give opportunities for children to make responses by body movements.
      Let children use their own imaginations for a variety of movements such as:

Ice Cream Man	Health and Safety Series:
Milk Truck Delivery Man	Safety at Home and School
Bakery Truck Delivery Man	Safety on the Playground
	Safety To and From School

3. Fingerplays
   From RHYMES FOR FINGERS AND FLANNELBOARDS--Scott and Thompson

Five Strong Policemen	The Baker Man
Five Little Firemen	Two Little Houses

4. Science
   a. Take a walk around the school ground, noting: plants, animals, soil, rocks, air, and water.
   b. Use selected pictures to show changes in air, soil, and water.
   c. Tour building. Watch signs of science to discuss.
   d. Blow a balloon until it bursts to observe action of air.
   e. Talk about getting pets for the room.
   f. Visit a pet shop.
   g. Set up a science table for children to place items they bring which show signs of fall.
   h. Dissolve sugar, salt or gelatin to observe changes.
   i. See Hazelwood Science Curriculum Guide for additional suggestions.
5. Language Arts
   a. Set up an experience chart
      (1) Make up stories with the children. Use simple language, clearly and properly in manuscript; read to the children their story.
      (2) Stories about the following are examples:
         (a) Fireman
         (b) Helpers
         (c) School
         (d) A science tour
         (e) A Mother Goose Rhyme
   b. Vocabulary in conversation may introduce many new words. Some may be:

acquainted	safety belt	patrol girls
helpers	friends	patrol boys
rules	safety	temperature
traffic	playground	thermometer
stop	crossing	bandage
listen	look	scales
safety badge	yellow line	

6. Numbers
   a. In many instances bus numbers are confusing to the children. Show them the number and explain that this is your bus number. Numbers are to be taught incidentally in kindergarten all year.
   b. Other numbers which are a part of children's everday lives may be introduced informally:
      (1) School room numbers
      (2) Ages
      (3) Temperature
      (4) Calendar date

G. Suggestions for Culminating Activities

1. Make a mural showing "Working and Playing in School".
2. Make a display out of "Kinder City" of school and playground.
3. Illustrate how we walk in a line, stop, look and listen through pictures, or bulletin board displays.
4. Use traffic signs.
5. Dramatize family living: eating a meal, going on a trip, etc.
6. Dramatize safety: crossing a street, how to hand scissors to someone, how to use the water fountain, or how to walk up and down steps.
7. Many parents will be visiting after the first few weeks of school--these displays will give them an idea of the kindergarten program.

H. Evaluation Questions

1. Are the children acquainted with each other, with school personnel?
2. Are the children <u>at home</u> in their new school environment?
3. Are they becoming more considerate?
4. Are they becoming more cooperative?
5. Have they grown to be independent about their coming to school?
6. Have they learned to listen, to think, and to share?
7. Have they learned many safety rules, and do they practice them?
8. Can they be quiet during "rest time"?
9. Can they walk in a line, step up into a bus, and sit quietly on the bus?

I. Selected References for Pupils

1. Mother Goose and Nursery Rhymes
2. Fairy Tales such as Three Bears, Little Red Riding Hood, and others with which children are somewhat familiar.
3. Safety stories--Example: Mr. Do and Mrs. Don't
4. SAFETY CAN BE FUN----------Berta and Elmer Hader
5. THE LITTLE HOUSE----------Burton--Alesco
6. THE GREAT BIG FIRE ENGINE----------A Golden Book--Simon Schuster
7. THE LITTLE ENGINE THAT COULD----------Piper
8. THE LITTLE FAMILY----------Lois Lenski--Doubleday, Doran and Company
9. LET'S PLAY HOUSE----------Lois Lenski--Doubleday, Doran and Company
10. MANNERS CAN BE FUN----------Munro Leaf--J. P. Lippincott and Company
11. LET'S GO OUTDOORS----------Harriett Huntington--Doubleday and Company
12. ASK MR. BEAR----------Marjorie Flack--Macmillan Company
13. BACK TO SCHOOL WITH BETSEY----------Haywood--Alesco
14. KINDER/OWL SERIES----------Holt, Rinehart and Company

J. Selected References for Teachers

1. THE MAGIC OF MUSIC----------Ginn
2. Teacher's Guide----------Holt, Rinehart and Company
   CHILDREN'S WORLD KIT
   pages 9-21
3. Use Unit tray
   HOME AND COMMUNITY IN CHILDREN'S WORLD KIT------Holt, Rinehart and Company
4. A BOOK OF CHILDREN'S LITERATURE----------Holt, Rinehart and Company
   by Hollowell (May be found in Children's World Kit)
5. MUSIC ROUND ABOUT US----------Follett
6. SINGING FUN----------Webster
7. KINDERGARTEN FOR TODAY'S CHILDREN----------Follett
   by Wills--Lindberg
8. RHYMES FOR FINGERS AND FLANNELBOARDS----------Webster
9. LET'S DO FINGERPLAYS----------Luce
10. Hazelwood Curriculum Guides
    a. Science
    b. Language Arts
    c. Mathematics
11. NEW DIRECTIONS IN KINDERGARTEN----------Teachers College Press
12. TIME FOR FAIRY TALES----------Scott Foresman
13. TIME FOR TRUE TALES----------Scott Foresman
14. TIME FOR POETRY----------Scott Foresman
15. Cards: WORKERS IN OUR NEIGHBORHOOD----------Webster

LEVEL ONE

INDIVIDUALS AND FAMILIES
LOCALLY AND IN THE UNITED STATES

OBJECTIVES

1. Develop the understanding that each member of the family has responsibility to the group.
2. Enable the student to understand that families choose from many different kinds of houses, in many different locations.
3. Develop the understanding that there are many kinds of work by which people earn a living in the United States today.
4. Recognize that recreation of various kinds is important for a rich, happy life.
5. Understand that families must have food to stay healthy.
6. Understand that people must adapt their clothing and ways of living to the climate in which they live.
7. Recognize that important services are provided by workers within one's own community.
8. Understand and appreciate our natural heritage of freedom and democracy through our holidays.
9. Recognize that citizens in a democracy have both rights and responsibilities.
10. Understand that maps and globes show where we live in relation to our school, neighborhood, country and world.

OUTLINE

I. Family Living In Local Areas
   A. The Homes We Live In
   B. The Food We Eat
   C. The Clothes We Wear
   D. The People Who Help Us
II. Family Living In The United States
   A. Our Government
   B. Our Flag
   C. Our Holidays
III. Current Events

I. FAMILY LIVING IN LOCAL AREAS
A. THE HOMES WE LIVE IN

CONCEPTS	SUGGESTED ACTIVITIES
1. People everywhere live together in family groups.	A. Bring magazine pictures of families for bulletin board. B. Make booklets about "Our Family" that tell: number of members in the family, what each member looks like, what each member does. C. Make puppets of father, mother, and children in the family. D. Learn finger plays about members of the family. E. Bring baby pictures to school. Post the pictures one by one on the bulletin board and try to guess whose picture each is. F. Sing songs about families and the things they do. G. Make life size models of self. H. Set up an area where pupils can play various roles of a family. I. Illustrate captions, "We eat at home"—"We sleep at home",etc. J. Draw faces of family members on paper plates. String plates together.
2. Houses differ in size, style, age and construction.	A. Talk about the various kinds of buildings people live in and call home. Make a list of different kinds of homes in the suburban, city, and rural areas. B. Make bulletin board of pictures of kinds of homes in the neighborhood. C. Discuss apartments, single dwellings, trailers, tenements, and housing projects. D. Display pictures of the insides of homes such as trailers and apartments. E. Make scrapbooks of different kinds of homes. F. Visit a site where a house or other building is under construction.

CONCEPTS	SUGGESTED ACTIVITIES
	G. Make a simple floor plan of own homes or rooms. Use flannel board to place cutouts on. H. List different kinds of materials used to build houses. Bring different samples to display. I. Make a model of a community showing different kinds of buildings. Indicate the type of community, suburban, city, rural.
3. The family group tries to have the home that suits them best.	A. Each child tells about his home: The number of rooms and kind of house and what it is made from. B. Draw picture of own house and cut it out. Paste white paper above the door for house number. C. Make silhouette from colored paper of the building (house, apartment, trailer) in which he lives. Holes may be cut and backed with yellow or white paper for doors and windows. D. Dramatize a story called, "If We Lived in the Country". Children imagine themselves and their families in new and different situations. Children of rural areas may imagine themselves living in a city. Draw pictures to illustrate their story. E. Draw pictures about family work that contributes to making a house a home. This work may be inside the house, in the yard, or garage, or away-from-home work in the nature of an errand. F. "Act Out" some jobs which are done at home. Guess what each is doing.
4. Some family members work outside the home to earn money the family needs.	A. Read books--Mommies and Daddies and What They Do All Day. B. Make a list of kinds of work mothers and fathers do. C. Bring pictures from magazines showing people doing work. D. Pantomime different ways people may earn a living. Guess the kind of work being dramatized. E. Make a mural showing the work mothers and fathers do to earn family income. F. Dramatize buying experiences: Father buying a car, mother buying clothing, a child buying a gift for Mother's birthday. G. Bring sample grocery list from home which shows amount of groceries the family requires for one week. H. Discuss items children's families have bought that are advertised on T. V. I. Make up riddles. Describe a job that father or mother does and guess what it is. J. Dramatize "helping situations" for the family.
5. Families participate in various forms of fun and recreational activities.	A. Discuss simple courtesy and thoughtfulness to help make a home a more pleasant place in which to live. Dramatize some acts of courtesy. B. Bring magazine pictures of family members doing various activities. Display on bulletin board "Families Work and Play". C. Draw a picture doing something for someone else in a helpful way: Helping a younger child in the family or an older person. D. Make a list of activities families can do for backyard or outdoor fun and for fun indoors. E. Collect magazine pictures showing family fun activities. F. Discuss trips children have with respective families. G. Make a scrapbook showing different ways a family can have fun through activities that take them away from home.

CONCEPTS	SUGGESTED ACTIVITIES
	H. Make a mural about families and what they do together. I. Discuss each family's favorite playtime activity. J. List games that children and adults can play together--simple word games, making up riddles, hide the thimble, etc. K. Make models of families having fun at home. Use stand up cutouts and place in box lid about 12" x 12". The lids are used as "rooms" or "lawns" where the family is having fun. L. Plan a field trip to zoo or close-by park. During planning, include a map activity.
B. THE FOOD WE EAT	
1. Plants and animals are the chief source of our food supply.	A. Make chart entitled "Things We Eat Every Day". Cut or draw to illustrate the chart. B. Make booklet about good foods: Good Fruits to Eat, Good Things to Drink. C. Collect labels from cans, jars, and packaged goods. Display on bulletin board. D. Locate pictures in books, magazines and catalogs which show different types of foods. Classify according to source--plant or animal. E. Classify pictures of food into three sections--breakfast, dinner, supper (or lunch). F. Make clay models of fruits and vegetables. G. Read and tell stories about food. (Johnny Appleseed) H. Learn poems or songs that use food as their themes.
2. The food we eat comes from many different communities near and far.	A. Bring toys that show different ways food may be transported: trucks, airplanes, trains. B. Discuss different sources of food in the suburban, city and farm areas. C. Make a mural--"People Who Help Us Get Food". D. Make a list of the foods produced in home area and another of those that came from other areas. Tell how they get to the grocer.
3. Farmers grow many foods that people eat.	A. Make a chart showing items from a farm which city people need: Eggs, milk, vegetables, etc., and the items manufactured in the city which the farmer needs such as machinery, clothes, and furniture. B. Make and display clay models of animals that might be found on a farm. C. Sing "Old MacDonald Had a Farm". Discuss different animals in the song. Illustrate song. D. Classify pictures of farm animals. Discuss why each is valuable to us. E. Take a field trip to a farm such as a dairy, truck, or poultry farm. Discuss specialized farms. F. Illustrate captions: "This Farmer Grows Crops", "This Farmer Raises Animals". G. Talk about farm vocabulary--meadows, fields, orchards, gardens, and pastures. H. Collect samples of various grain and talk about what products come from each one. I. Display different kinds of vegetable seeds. J. Plant seeds in milk cartons to observe as they grow. K. Make a list of the different kinds of meat and play a game matching the kinds of meat with the animals from which they come. L. Build a model farm of cardboard or blocks. Make farm animals from modeling clay. M. Make a mural of a farm including pictures of buildings, machines, and animals. Discuss farm vocabulary--silo, barn, chicken house, tractor, etc. N. Begin reading easy stories of farms and farm life.

CONCEPTS	SUGGESTED ACTIVITIES
4. Families today secure most of their food from stores.	A. Visit a local supermarket. Observe the various jobs held by employees and the kinds of articles that are sold. B. Set up a model supermarket. Take turns playing the part of customers, clerks, and other workers connected with the supermarket. C. Make a floor plan of a food store. Show location of different departments. D. Use scales to show how food is weighed. Bring apples and potatoes to use for dramatizing weighing them. E. Make up a list of kinds of food a family might need for one day. Discuss importance of a well balanced diet. F. Plan a breakfast at school. Make a list of things that will be needed. Keep a breakfast chart for a week. G. Make mashed potatoes from instant potato flakes to show that the water which was removed can be replaced to make food edible.
C. THE CLOTHES WE WEAR	
1. Clothing varies according to climate, seasonal changes, and day by day temperature variations.	A. Ask, "Why do we need different kinds of clothing?" B. Discuss what clothing is suitable to wear for the various seasons. C. Illustrate captions--"Clothes We Wear Indoors-in Hot Weather-and in Rainy Weather". D. Compose chart story about types of clothing we wear in different seasons. E. Make self portraits dressed for each type of weather. F. Make pictures of how people dress to keep comfortable in hot weather, in a desert, tropical forest or in a city of the United States. Others try to guess area of picture.
2. Clothing varies according to work.	A. Pantomime different jobs which require different kinds of uniforms--policemen, firemen, etc. B. Make a bulletin board of people in different types of clothing suitable for his job. C. Invite policemen, bus driver, nurse, etc. to visit classroom to show uniforms. D. Illustrate caption--"Clothes for Special Work".
3. Clothing varies according to materials available.	A. Make a collage of all kinds of materials (wool, cotton, silk, synthetic fabrics). B. Make a bulletin board tracing the making of a dress from a cotton seed to a dress. (Show cotton plant if available.) C. Have a resource person shear sheep and explain process of wool for preparation of cloth. D. Visit a local clothing store or fabric center. Identify different types of material. E. Make chart story about thread: Some thread is made from the wool of animals. Some thread is made from the flax plant. Some thread is made by silkworms. F. Set up a fabric "store" and take turns playing shopper and shopkeeper.
4. Clothing varies according to tradition and custom.	A. Make a list of clothing, including hats, coats, dresses, shoes, sandals, sneakers, etc. B. Show pictures of clothes then and now to illustrate style changes. C. Discuss different kinds of clothing stores. D. Display dolls dressed in costumes of other lands. E. Bring pictures for bulletin board titled "Clothes of Long Ago" and "Clothes of Today". F. Make self-portraits wearing favorite clothes to a party or other special occasion. G. Invite Boy Scouts, Girl Scouts, Campfire Girls, etc. to visit room dressed in their uniforms. H. Draw pictures "Clothes for Special Days".

D. THE PEOPLE WHO HELP US (Refer to Kindergarten Level)

CONCEPTS	SUGGESTED ACTIVITIES
1. Special workers provide us with the services we need in our homes, schools, and communities.	A. Make a chart classifying neighborhood workers to show relationship between services and helpers. B. Display pictures of "helpers" on bulletin board. C. Have skits or puppet shows. Dramatize persons who help us. D. Make up guessing games such as Who Am I? E. Sing songs about helpers. F. Make a scrapbook of neighborhood helpers. G. Invite various community helpers to visit classroom. H. Read "I Want To Be" books. I. Make a mural of the community helpers. J. Construct cardboard milk cartons into a model of community. K. Make a map of neighborhood showing fire station, police station, library, post office, etc. L. Write "thank you" letters for visits or field trips.
2. Each helper contributes a special service to his community.	A. Policemen B. Invite a policeman to discuss his work and safety. C. Visit a local police station. D. Draw picture and write experience stories about the work of the policeman. E. Discuss safety to and from school. F. Firemen G. Make an exhibit of models of fire engines and other equipment. H. Discuss fire extinguishers. Take a walk in building to observe where they are. I. Dramatize how to call fire station--using a toy telephone. Ask for fire department. Give name and address. Tell exactly where the fire is. J. Invite fire department to bring trucks during Fire Prevention week. Have a fire drill. K. Make a chart listing the rules for a safe fire drill. Illustrate rules. L. Compose experience chart "How We Can Help the Fireman". M. Use life size puppets to dramatize the role of firemen. N. Ask a fireman to speak to the children about safety during a fire drill. O. Sing songs and read stories about firemen. P. Doctors, Nurses, and Dentists: Q. Choose roles of doctor, nurse, patient, and parent. Dramatize a trip to the doctor's office for a routine examination. R. Read stories about going to the doctor. S. Make a list of good health practices. T. Invite the school nurse to speak about keeping well and about when it is best to stay home. U. Make pictures about the doctor, nurse, and dentist. Cut out and paste on strips of oaktag to be used as puppets. V. Find pictures of helpers in old magazines. Make charts--"They Help Keep Us Well". W. Talk about ways to keep from catching a cold. X. Make bulletin board titled "Cover Your Sneezes". Y. Observe Dental Health Week. Stress good health habits--visit dentist twice a year. Z. School Helpers AA. Invite principal, secretary, nurse, custodian, and other helpers to discuss their work. BB. Draw pictures of each helper. Write a dictated sentence on each over picture. Make into class booklets.

CONCEPTS	SUGGESTED ACTIVITIES
	CC. Write an experience chart about each school helper. DD. Other Helpers EE. Make a scrapbook about the other helpers in the neighborhood such as postman, milkman, deliveryman, service station attendant, builders, etc.

II. FAMILY LIVING IN THE UNITED STATES

A. OUR GOVERNMENT

CONCEPTS	SUGGESTED ACTIVITIES
1. Our nation is the United States of America.	A. Recognize the United States on a map and globe. Observe various shapes of states. B. Locate oceans on either side of the United States. Find Hawaii and Alaska. C. Discuss presidents of the United States and the need for their leadership. D. Make display on bulletin board of various presidents of the United States. E. Bring post cards and other pictures showing scenes of Washington, D. C. F. Discuss the White House and why the President needs to live close by.
2. The people of our nation must follow rules.	A. Display a map of school, neighborhood, city, state, and country. Discuss need for planning, rules, leaders, and followers just as school and homes do. B. Discuss and dramatize need for organization and rules in the classroom. C. Compose a chart of needed rules--safety, manners, learning. D. Invite the principal to tell about his work and how boys and girls can help. E. Develop a chart story of rules common to most families. F. Dramatize a family watching T. V. Mother says it is time for bed. What should the children do? G. Display map of Missouri. H. Discuss the capitol, the rivers, the city of St. Louis, Florissant, and other points of interest. I. Learn the Missouri state bird, state tree and flowers. J. Make booklets about Missouri. K. Learn to recognize and write name of your city, state, and zip code. L. Introduce "vote" and "election" into a discussion. M. Talk about where to go to vote. N. Make a sample ballot children might use to elect their room helpers later in year. O. Vote to decide which game to play at recess. P. Ask an elected community official to talk about his job.

B. OUR FLAG

CONCEPTS	SUGGESTED ACTIVITIES
1. The flag of the United States is a symbol of our country.	A. Read stories about the origin of our flag. B. Learn songs about our flag. C. Display a collection of flag pictures: flags in parades, on buildings, ships, flag poles, etc. D. Compare the flags--state and United States. E. Count the stripes. Discuss the 13 colonies. F. Count the stars. Show United States map including Alaska and Hawaii. G. Count the states. Each star is one state.

CONCEPTS	SUGGESTED ACTIVITIES
2. We show that we are proud of our flag when we display it.	A. Demonstrate the care and displaying of our flag. B. Compose an experience chart of simple rules for caring for the flag. Illustrate the rules. C. Invite someone to come and show how to fold the flag properly. D. Discuss flag etiquette. E. Draw and color pictures of our flag. F. Plan a rhythm band parade. Carry the flag to "Yankee Doodle".
3. The salute to the flag is a promise of allegiance to our nation.	A. Say pledge to the flag proudly. (See sample unit) B. Make booklets about the flag. (See sample unit) C. Charts may be made of Pledge of Allegiance. (See sample unit) D. Plan a program for Flag Day. Children march in rhythm parade, play drums, carry flag, and sing "America", etc.

C. OUR HOLIDAYS

1. We celebrate some special days in the fall.	A. Columbus Day--October 12. B. Tell about the discovery of America on Columbus Day. Make cutout pictures of 3 ships. C. Read stories about Christopher Columbus. D. Use globe to show how Columbus traveled and came to America E. Halloween--October 31. F. Color and cut out black cats, witches, and jack-o-lanterns for a mural. G. Make jack-o-lantern men. H. Make Halloween mobiles--cats, witches, ghosts, etc. I. Read poems about Halloween and illustrate. J. Pantomime bats flying, witches riding on a broom, children pretending to carry pumpkins and skip from house to house. K. Make ghost puppets. Stress importance of wearing white after dark. L. Practice street crossing (in room). Use a good mask and a poor one; show importance of using one which allows child to see. M. Cut a jack-o-lantern. Scoop out the seeds. Save seeds to plant in spring. N. Write an experience chart about making the jack-o-lantern. O. Veteran's Day--November 11. P. Read stories about Veteran's Day. Q. Discuss why we have this holiday. R. Make soldier and sailor hats. Have a parade. S. Thanksgiving--November T. Make creative drawings for a mural of the first Thanksgiving. U. Dramatize the first Thanksgiving, Indians, Pilgrims, etc. V. Make pictures of things titled "We are Thankful For" W. Draw a family at the table on Thanksgiving Day. X. Make turkeys using pinecones or potatoes. Use feathers for tails. Y. Tell stories about Thanksgiving using new vocabulary learned. Z. Record story on paper or tape recorder. AA. Make Indian headbands and Pilgrim hats and collars. BB. Plan a Thanksgiving Feast--Divide children into Indians and Pilgrims, each group bringing snacks to share.

CONCEPTS	SUGGESTED ACTIVITIES
2. We celebrate some special days and birthdays of great men in winter.	A. Christmas--December 25. B. Learn songs and poems about Christmas. C. Decorate rooms with paper chains, little trees, and window decorations. D. Decorate place mats for Christmas party. E. Make Santa puppets. Use in puppet theater. F. Learn some choral readings. Use tape recorder. G. Pop corn for the party or use to string for the trees. H. Learn about Christmas In Other Lands. Plan a Pinata' or Swedish Breakfast. I. Observe St. Nicholas Day. Wooden shoe is filled with wrapped candies. J. Tell or read a story about St. Nicholas Day. K. Read story or show filmstrip "Night Before Christmas". Make a Christmas mural about it. L. Plan a toy shop for the room. Dramatize toys in toy shop (toy soldiers, dolls, etc.). M. Do rhythms--bouncing balls, dancing rag dolls, tin soldiers, jack-in-the-box, airplanes, toys, rocking horse. N. Write an experience chart using Christmas words. O. Make Christmas cards and gifts for mother and father. P. Use plaster of paris for making handprints for gifts. Q. Lincoln's Birthday--February 12. Washington's Birthday--February 22. R. Read stories about Lincoln and Washington. S. Make a bulletin board display of Lincoln and Washington silhouettes. T. Learn some songs and poems about our past presidents. U. Show films and filmstrips. Discuss the early childhood of each and compare with that of today. V. Trace Lincoln's head from a penny. Rub with crayon or pencil. W. Construct log cabins from corrugated cardboard. X. Valentine's Day--February 14. Y. Discuss meaning of Valentine's Day. Stress it isn't really a holiday but a "special" day for fun. Z. Make a Valentine train with name on each car so Valentines may be delivered easily. AA. Make Valentine people and animals. BB. Practice folding paper and cutting hearts. CC. Build a post office--each child having a separate box. DD. Dramatize buying, selling, and mailing Valentines. EE. Visit a post office. Mail Valentines. FF. Learn songs and poems about Valentine.
3. We celebrate some special days in spring.	A. Easter B. Make a bulletin board about Easter. C. Decorate blown out egg shells for an Easter egg tree. D. Make Easter hats for parade to another room. E. Learn songs and poems about Easter. F. Make Easter egg baskets from milk cartons. G. May Day--May 1. H. Make paper chains maypole for the bulletin board. I. Construct May baskets to hang on friends' doors. J. Mother's Day--May K. Make Mother's Day cards. L. Write a poem and illustrate it. M. Make silhouettes (Use filmstrip projector). Cut out of silhouette paper and glue to 12 x 18 paper. N. Arbor Day O. Plan an Arbor Day assembly.

CONCEPTS	SUGGESTED ACTIVITIES
	P. Read stories about Arbor Day. Q. Invite a conservation resource person to show films and discuss planting of trees and how to care for them. R. Plant a tree in the school yard. Learn to care for it.
4. Certain "other days" are observed through the year.	A. Discuss and plan some activities for "other days" such as: United Nation's Day St. Patrick's Day Birthdays of Great Inventors Independence Day
5. There are many everyday occurrences and changes taking place in the family and home.	A. Use news items of interest to help the children develop more awareness of things happening in the world around them. B. Display a bulletin board about current events--space program, etc. C. Make booklets about recent space program. D. Discuss elections, sports events, changes in the city or neighborhoods. E. Celebrate child's birthday. F. Tape record stories about family trips.
6. There are changes taking place at the local, state, and federal levels.	
7. There are changes taking place in foreign countries.	
8. There are changes taking place in space.	

EVALUATION

1. Are the children showing a greater appreciation and understanding of home and family life?
2. Do the children understand that parents usually earn money to provide food, clothing, and shelter for their family?
3. Do the children have an interest in and some knowledge of how to have fun at home, in school, and in the neighborhood?
4. Do the children show a greater appreciation for the work done by our community helpers?
5. Are the children showing growth in understanding patriotism?
6. Are the children developing a feeling of responsibility in making their community a better place to live?
7. Are the children more aware of the interesting world in which they live?

SAMPLE UNIT

OUR FLAG

A. Overview

Knowledge of what our flag symbolizes will tend to instill in young Americans a greater respect and loyalty to the flag. The origin and development of the American flag is the story of our country's beginning and its growth.

The patterns and colors of the flag have a significance which the young child can understand. The concepts found in the Pledge of Allegiance and in patriotic songs can be learned in a meaningful manner and can develop greater depth of understanding.

B. Objectives

1. Understandings to be developed:
   a. Patriotism has a definite meaning.
   b. The words and concepts in patriotic American songs have significant meaning to us.
   c. Changes have been made in our American flag.
   d. Proper respect should always be shown to the flag.
2. Attitudes to be developed:
   a. Development of an appreciation of our country
   b. Respect for our country's flag
   c. Realization of the importance of good citizenship
3. Skills to be developed:
   a. Ability to use a richer vocabulary
   b. Knowledge of the use of proper flag etiquette
   c. Knowledge of the meaning and significance of the Pledge of Allegiance
   d. Understanding of what the stars and stripes represent

C. Introduction or Approach

1. Arrange a bulletin board with pictures of the first flag. Discuss the difference in design between this flag and the present day flag.
2. Give a brief description of the Thirteen Colonies and how the colonists met in Philadelphia to write the Declaration of Independence.
3. Review the story of our first President, George Washington, and other famous presidents.
4. Discuss our country today. Bring out fact that history is still in the making--two new stars were added to our flag.
5. Display a flag in the front of the room so stars and stripes are clearly visable.
6. Collect books, pictures, stories, and poems about patriotism.
7. Learn to recognize the National Anthm, "The Star Spangled Banner", when heard. Discuss places where it is usually heard.
8. Compare the flags--state and United States:
   a. Why are the stars different in number?
   b. Why are the number of stripes the same?
9. Say the Pledge to the flag proudly.
   a. Discuss meaning of words:
      Pledge is a promise.
      Allegiance is loyalty and respect.
      Republic refers to the type of government the United States has.
      Nation is another word for a country.
      Under God--We believe that our United States was created and won with God's guidance and help.
      Indivisible means we cannot be torn apart.
      With liberty--We are not bound by force to anyone or anything.
      Justice--You may be heard if someone hurts you and you may defend yourself, your property and your loved ones.

D. Content Outline

1. The flag:
   a. Colors of the flag
   b. Design of the flag
   c. First American flag
   d. Changes in the flag:
      1) 48 stars
      2) 50 stars
2. Pledge of Allegiance:
   a. Meaning as a whole
   b. Meaning of each word and phrase
   c. Synonyms and definitions for each word
3. Songs of America:
   a. America the Beautiful
   b. America
   c. Yankee Doodle
   d. Chorus of Battle Hymn of the Republic
   e. National Anthem--Star Spangled Banner

E. Suggested Activities

1. Music:
   a. Songs (make selections)
      1) From Meeting Music--American Book Company
         Our Flag
         The Flag
         The Fourth of July
         Columbia, The Gem of the Ocean
      2) From Music Through the Day--Silver Burdett
         America
         Yankee Doodle
      3) From the First Grade Book--Ginn Company
         There Are Many Flags in Many Lands
         America the Beautiful
         Battle Hymn of the Republic
         Star Spangled Ba...
   b. Rhythms:
      1) Rhythm band--Battle Hymn of Republic
      2) Marching and clapping to "Yankee Doodle" and chorus of "Battle Hymn of Republic"
      3) Rhythm parade carrying flag to "Yankee Doodle"
   c. Records:
      1) Patriotic songs
      2) Sing N' Do--Album 3 "The Flag is Passing By"
      3) Holidays for United States (Luther)

2. Arts and Crafts:
   a. Draw and color a picture of our flag. Discuss why there are only 13 stripes and the arrangement of stars and stripes.
   b. Make a flag from construction paper using paper chains. Use red, white, and blue paper to form flag on bulletin board.
   c. Discuss colors in first flag and flag of today. Did they use the same colors?
3. Language Arts:
   a. Use the words "red, white, and blue" and write creative rhymes.
   b. Compose an experience chart of simple rules for caring for the flag. Illustrate rules.
   c. Charts may be made of Pledge of Allegiance. Simple words like "promise" and "to love" may be put on separate pieces of paper and taped over difficult words like "pledge" and "allegiance". Children may substitute simple for difficult words.
   d. Write sentences using new vocabulary words.
   e. Write original stories and poems about patriotism.
   f. Make a booklet of writing papers:
      I Pledge All to the Flag
      I Love America
      We Love Our Country
4. Science:
   a. Discuss types of weather for displaying flag.

5. Possible Trips and Resource People:
   a. Take a trip outside to see the flag hanging from the top of the flagpole. Let children give descriptions of the flag. Write an experience chart using new words the children have learned (unfurl, flagpole, respect).
   b. Invite someone to come and show how to fold the flag properly.
6. Math:
   a. Count the stars--show United States map including Alaska and Hawaii.
      Questions: How many stripes do you see in the picture?
      How many stars do you see in the picture?
   b. Count the states--each star is one state on the flag.
   c. Use magnetic boards for showing number of stars we have on our flag.
   d. Cut out stars and stripes to make a flag for the flannel board.
7. Literature:
   a. Poems--Teacher's Reference:
      1) Our Flag
      2) We Love Our Country
      3) Our Country's Emblem
      4) The Flag Goes By
      5) Here Comes the Flag
      6) There's No Land Like Our Land
   b. Stories:
      1) How We Celebrate Fall Holidays
      2) Childcraft-Vol. 5-Holidays and Customs
      3) Our American Flag-Rand McNally
      4) Our Country's Story-Cavana, Rand McNally
8. Vocabulary:
   List new vocabulary on a chart:

flag	liberty	Flag Day
pledge	justice	anthem
Allegiance	Betsy Ross	freedom
republic	Hawaii	presidents
nation	Alaska	state
under God	etiquette	unfurl
indivisible	salute	country
flagpole	respect	

F. Suggested Culminating Activities

1. Have an assembly program and invite the parents.
2. Write invitations to other classes inviting them to a patriotic program.
3. Act out skits about a national song with a mural background.
4. Dramatize the meeting of Betsy Ross and George Washington and the making of first flag. (See Teacher's Information)
5. Plan a program for Flag Day. Have a rhythm parade--one play drums, one carry the flag, and others sing songs such as "America".

G. Evaluation

Make a checklist with the following questions for each child to be checked off by the teacher. Circle "yes" or "no".

_____(Name)

1. Has learned to stand proudly to salute the flag.	yes	no
2. Has shown growth in understanding the words and concepts found in the Pledge of Allegiance.	yes	no
3. Knows the words to some of the patriotic songs.	yes	no
4. Has shown growth in classroom citizenship.	yes	no
5. Has gained a greater vocabulary.	yes	no

H. Selected References

1. Books:
   a. Banks, Marjorie Ann. HOW WE CELEBRATE OUR SPRING HOLIDAYS. Benefic Press, Chicago
   b. Banks, Marjorie Ann. HOW WE CELEBRATE OUR FALL HOLIDAYS. Benefic Press, Chicago
   c. Field Enterprises Ed. Corp. CHILDCRAFT, HOW AND WHY LIBRARY. Chicago
   d. Field Enterprises Ed. Corp. WORLD BOOK ENCYCLOPEDIA, Chicago
   e. Field Enterprises Ed. Corp. PRIMARY GRADES ACTIVITIES, Chicago
2. Pamphlets and Free Materials:
   a. Flags. Veterans of Foreign Wars' National Headquarters, Americanism Director. Broadway at 34th Street, Kansas City 11, Missouri. Free. Titles are:
      OUR FLAG FOREVER
      THE HISTORY OF THE STARS AND STRIPES
      FEDERAL FLAG CODE
      TEN SHORT FLAG STORIES (Deals with the origin, evolution, proper display and respect for the American flag.)
      UNITED STATES FLAG (Questions and answers)
   b. HOW TO DISPLAY AND RESPECT THE FLAG OF THE UNITED STATES. Department of the Navy. School-College Relations, Bureau of Navy Personnel, Washington 15, D. C. Free 21" x 18" chart explaining with words and pictures the proper ways to display and respect the flag.
   c. HOW TO RESPECT AND DISPLAY OUR FLAG. United States Marine Corps Recruiting Station (Your nearest address) pp. 30. Free
3. Records:
   Educational Record Sales, 157 Chambers Street, New York, N. Y. 10007.
4. Audio-Visual Materials
   a. Films:
      "Our Country's Flag"
   b. Filmstrips:
      America, The Beautiful

I. Teacher's Information

1. Our Country's Flag (poem)

Our country's flag has fifty stars.
Seven red, and six white bars,
The fifty stars stand for fifty states,
The thirteen stripes commemorate.

The thirteen original colonies,
Home of the brave, land of the free,
By the fifty stars we are shown
How vast we are, how great we've grown.
Our flag tells the story, with stripe and star,
of the small land we were, of the great land we are.

2. Our Flag (fingerplay)

Fifty stars on a field of blue,
(Open and close hands five times)
A pretty sight to see.
Like a piece of sky on a summer night
(Point up with index finger of right hand)
Dropped down for you and me.
(Raise right arm high and suddenly drop it)
Thirteen stripes of red and white.
(Make motion of drawing lines)
These represent the states
That dared to fight for freedom
and the joys it creates.
Five million children love our flag,
(Move arms in an expansive motion)
Each one of us adore it.
To honor and preserve its fame,
Each one will do his bit.
(Raise fingers)

3. We All Love Our Flag (poem)

We all love our flag, the red, white, and blue,
So proudly hold it high, as soldiers do!
See how it waves! Never let it fall!
The Stars and Stripes, the best flag of all.

Let's all face the flag, the red, white, and blue:
And attention stand as soldiers do!
Hand on your heart, pledge of allegiance to
The Stars and Stripes, the red, white, and blue.

4. Betsy Ross has been credited with the making of the first American flag; however, many historians dispute this fact. The story is told that General George Washington had heard of Betsy Ross's beautiful sewing, so he asked her to help him. Together they planned a flag that had thirteen stripes--seven red and six white stripes--and thirteen stars in a field of blue which represented the thirteen colonies. A few days later Betsy Ross showed General Washington the flag. He was so pleased that he told his soldiers to have flags made from it at once.

LEVEL TWO

INDIVIDUALS AND FAMILIES IN SELECTED PARTS OF THE WORLD

OBJECTIVES

1. Understand that people have family groups in all countries.
2. Develop an understanding that food, clothing, and shelter are basic needs of all families and are met according to tradition, customs, and incomes.
3. Develop the understanding that the size and type of home is determined by location, amount of land, tradition, custom, and income available.
4. Understand that the things that families do for fun are determined by climate, location, amount of money available, tradition, and custom.
5. Develop the understanding that schools teach children how to read and write.

OUTLINE

I. Japan
   - A. A Country
   - B. Families
   - C. Homes
   - D. Food
   - E. Clothing
   - F. Schools
   - G. Recreation
   - H. Holidays

II. Switzerland
   - A. A Country
   - B. Families
   - C. Food
   - D. Homes
   - E. Schools
   - F. Recreation
   - G. Special Days

III. India
   - A. A Country
   - B. Food
   - C. Families
   - D. Homes
   - E. Animals
   - F. Schools

I. JAPAN

CONCEPTS	SUGGESTED ACTIVITIES
1. Japan is a country made up of a group of islands.	A. Find Japan on a globe. Discuss where it is in relation to the United States.
2. Fathers in Japan do many kinds of work.	A. Find pictures of jobs Japanese fathers do which are different from jobs in our country. Discuss these jobs.
3. Mothers take care of the homes. Some work away from home, too.	A. Find pictures of pagodas and discuss their use and design.
4. Japanese homes are small and are built close together. Homes in cities have tile roofs.	A. Bring straw to school and weave it to show what a thatched roof looks like.
5. Most homes have gardens.	A. Build a model on a sand table of a Japanese garden.
6. Rice and fish are two common foods of Japanese people.	A. Discuss the reason for fish being so important in the diet of the Japanese.
7. Chopsticks are used to eat from small bowls.	A. Compare the use of chopsticks and forks for eating.
8. Some Japanese dress like we do. Others wear kimonos.	A. Bring pictures of kimonos. Try to bring a Japanese kimono to school and take turns wearing it. Try running and sitting with it on.
9. Some children wear uniforms to school.	A. Discuss reasons for wearing uniforms--advantages and disadvantages of them.

CONCEPTS	SUGGESTED ACTIVITIES
10. Nearly all Japanese children go to school.	A. Find out what subjects are studied.
11. Children go to school on Saturday to study music and art.	A. Compare them with subjects in own school.
12. Japanese write with a brush dipped in ink.	
13. Japanese children use an abacus in arithmetic.	A. See how an abacus works by the moving of beads.
14. Japanese children have homework to do in the summer.	A. Pretend you are Japanese children and imagine you are doing your summer homework. Draw the collections you have made of shells, flowers, leaves, fish, and frogs.
15. Japanese families like to travel together to see lakes and mountains in their country.	
16. Bicycles and trains are common means of transportation. Bicycles are used like cars are in our country.	A. See slides, pictures, postcards, and films about old Japan. Contrast the old ways and the new ways.
17. The Japanese are very polite.	A. Demonstrate how Japanese bow to each other when they meet. Discuss reasons for removing their shoes before entering each other's homes.
18. Boy's Day is celebrated in Japan on May 5 with flags and fish made of cloth or paper.	A. Construct paper fish kites stuffed with paper.
19. Girl's Day is celebrated on March 3. Special dolls are displayed.	A. Make paper dolls dressed in Japanese fashion. Set up a special display of the dolls.
20. The New Year is celebrated by flying kites of many sizes and shapes.	
21. Baseball is a favorite sport.	Discuss the Cherry Blossom Festival in Washington, D. C. Bring articles to class that have been made in Japan. Discuss the fact that things made in Japanese factories are sold all over the world.

II. SWITZERLAND

CONCEPTS	SUGGESTED ACTIVITIES
1. Switzerland is a country with many high mountains.	A. Locate Switzerland on a globe. Note the size of the country and its many high mountains.
2. Swiss people live much like we do in America.	A. Trace a route from the United States to Switzerland on a globe. Discuss the transportation that could be used to make the trip.
3. They like to eat fondue.	A. Discuss what fondue is and how it is made. Make a movie showing the main steps in making cheese.
4. Swiss fathers have jobs similar to jobs of American fathers.	A. Draw a picture showing a family at work on a Swiss farm.
5. Swiss mothers work at home and some have jobs outside the home.	
6. Goods produced in Switzerland are sold all over the world.	A. Bring things to school which have been made in Switzerland. Example might be watches, cheese, and chocolate.
7. Homes in the mountains are chalets. Homes in the cities are much like ours.	A. Listen to or read stories about herdsmen taking cows to the high mountain pastures in spring and returning in the fall.
8. Swiss children go to school.	A. Discuss how children get to school. Talk about why some children ski to school and why some stay all night at school.

CONCEPTS	SUGGESTED ACTIVITIES
9. Swiss children learn more than one language in school.	A. Locate Switzerland on a map again and note her closest neighbors. Discuss why German, French, and Italian are the official languages of Switzerland.
10. Swiss families like to be outdoors.	A. Discuss activities which whole families participate in such as skiing, swimming, and mountain climbing. Bring pictures showing these activities.
11. Each part of Switzerland has special days which they celebrate by dancing, singing, and playing games.	A. Listen to stories about some Swiss festivals. Examples are the Carnival of Basel, the Feast of Bochsel Night, and the Feast of St. Nicholas. B. Listen to records of Swiss Yodeling songs.

III. India

CONCEPTS	SUGGESTED ACTIVITIES
1. People in India are called Indians.	A. Find India on a globe. Note where it is in relation to the United States. Discuss that Indians of India and American Indians are two different groups of people.
2. Indians like food seasoned with curry.	A. Bring curry powder to school. Taste a small bit of it.
3. Most Indian fathers are farmers.	
4. Mothers of India take care of their families.	A. Discuss that the Indian mothers must do their work by hand. Contrast this with the conveniences American mothers have.
5. Most people in India are poor.	A. Make a model of an Indian village on a sand table.
6. Every member of the family works hard.	
7. Water for the family to use must be carried from the village well.	A. Carry a water jar on one's head to see how it feels. A weighted plastic pail could be used.
8. Most Indian families live in one room.	A. Discuss the reasons for cooking outside.
9. Oxen are important animals in India.	A. Look at pictures of oxen pulling plows or threshing grain.
10. The poor people in the cities use whatever they can find to make a home.	
11. Not all people in India are poor. Some live in large homes on beautiful streets.	
12. Not all children in India go to school.	A. Look for pictures of schools or outdoor classes in India. Make a display of them. Make a list of the school supplies Indian children have in their schools and compare it to the supplies that American children have.
13. Some schools are held out of doors.	
14. Slates are often used instead of paper.	A. Discuss that slates are cheaper to use than paper and that paper is scarce in India. Practice writing on a slate or small chalkboard.
15. Some parents go to school at night.	A. Discuss why parents would want to go to school.

EVALUATION

1. Do the children recognize that people live in family units throughout the world?
2. Do the children realize that food, clothing, and shelter are basic needs of all families?
3. Have the children learned that location, amount of land, tradition, custom, and amount of income available determine the size and type of home?
4. Do the children know that all families like to have fun together and that the type of things done for fun are determined by climate, location, amount of money available, tradition, and custom?
5. Have the children learned that in most countries schools teach children how to read and write?

SAMPLE UNIT

JAPAN

A. Overview

People live in family units in all countries. The country of Japan is one part of the world.

B. Objectives

1. To learn how Japanese families live.
2. To learn about Japanese foods.
3. To learn about Japanese clothing.
4. To learn about Japanese schools.
5. To learn about Japanese recreation.
6. To learn about special days in Japan.

C. Introduction

Find Japan on a globe. Note that it is a country made up of a group of islands.

D. Content

1. What kind of work do Japanese fathers and mothers do?
2. What kind of clothing do the Japanese wear?
3. What are common foods? How are chopsticks used?
4. How are Japanese schools like ours? How are they different?
5. What special ways do Japanese families have fun together?
6. What are favorite games of Japanese children.
7. What are some special days in Japan? How are they celebrated?
8. How do the Japanese show that they are very polite people?

E. Special Techniques

1. Bring straw to school and weave it to show what a thatched roof looks like.
2. Build a model on a sand table of a Japanese garden.
3. Compare the use of chopsticks and forks for eating.
4. See how the abacus works by the moving of beads.
5. Construct paper fish kites stuffed with paper.
6. Make a collection of articles that have been made in Japan.

F. Film and Filmstrips

1. Introducing Globes--F
2. Farm Village in Japan--FS
3. Industries in Japan--FS
4. Rural Japan--FS
5. Japanese Children--FS
6. Discovering Music of Japan--F
7. Japan as a Vacationland--FS
8. Transportation in Japan--FS
9. Children of Japan--FS

G. Language Arts

1. Language experiences:
   a. Discuss: Kimonos, foods, chopsticks, bowls, rice, pagodas
   b. Dramatize: ways Japanese show their politeness.
2. Literature:
   a. Books:
      1) OUR JAPANESE PLAYMATES Ruth Nugent
      2) SCHOOLS AROUND THE WORLD Patsy Scarry
      3) CROW BOY Taro Yashima
      4) THE DANCING KETTLE AND OTHER JAPANESE FOLK TALES Yashiko Uchida
   b. Folk Tales:
      1) TIME FOR FAIRY TALES Arbuthnot
      2) URASHIMA TARO AND THE PRINCESS OF THE SEA

H. Culminating Activities

1. Make up a play about family life in Japan. Try to use special props such as chopsticks, rice bowls, kimonos, etc.
2. Discuss similarities and differences of Japan and the United States.

I. Evaluation

1. Have the children discovered that there are many similarities between Japanese and American families?
2. What are some of the ways in which Japanese families have fun together? Do American families have fun some of the same ways?
3. Why is it especially necessary for the Japanese to show good manners?
4. What are some Japanese special days? How are these days celebrated?
5. How are Japanese schools different than American Schools?

J. Selected References

1. Japan: Information Service, Consulate General of Japan, 235 E. 42nd St., New York, N. Y. 10017
2. Japan National Tourist Association, 45 Rockefeller Plaza, New York, N. Y. 10020
3. Folklore of the World, Edward W. Dolch. Garrard Press, Publishers, Champaign, Ill.

LEVEL THREE

COMMUNITIES LOCALLY AND IN PARTS OF THE UNITED STATES

OBJECTIVES

1. Recognize that there are important likenesses and differences in things and people.
2. Understand that scientific and technological advances have changed man's way of living.
3. Understand that man continues to explore and discover in order to continue to change his way of living.
4. Develop the understanding that the democratic way of life recognizes the rights of all members of a group.
5. Recognize that in a democracy each individual has to share the responsibility for the welfare of all.
6. Develop the understanding that geographical, economical and social forces have influenced man's way of living and will continue to be a powerful influence on his way of life.
7. Develop the understanding that a map is a plan, picture or diagram showing a part or all the earth.
8. Recognize the globe as a fairly accurate model of the earth because it shows the earth's roundness.
9. Develop the understanding that there are four cardinal directions: north, south, east,west.
10. Develop the understanding that there are four intermediate directions: northeast, northwest, southeast, and southwest.

OUTLINE

I. Indian Communities
   - A. Protection and Conservation
   - B. Production, Distribution, and Consumption
   - C. Transporting of People and Goods
   - D. Communication
   - E. Education
   - F. Recreation
   - G. Government
   - H. Spiritual and Aesthetic Expression

II. Ranching and Farming Communities
   - A. Protection and Conservation
   - B. Production, Distribution, and Consumption
   - C. Transporting of People and Goods
   - D. Communication
   - E. Education
   - F. Recreation
   - G. Government
   - H. Spiritual and Aesthetic Expression

III. Mining and Lumbering Communities
   - A. Protection and Conservation
   - B. Production, Distribution, and Consumption
   - C. Transporting of People and Goods
   - D. Communication
   - E. Education
   - F. Recreation
   - G. Government
   - H. Spiritual and Aesthetic Expression

IV. Large City Communities
   - A. Protection and Conservation
   - B. Production, Distribution, and Consumption
   - C. Transporting of People and Goods
   - D. Communication
   - E. Education
   - F. Recreation
   - G. Government
   - H. Spiritual and Aesthetic Expression

I. INDIAN COMMUNITIES

CONCEPTS	SUGGESTED ACTIVITIES
1. Indian communities provide protection and conservation of life, resources, and property.	A. Make floor plans to show different kinds of Indian homes. B. Make costumes from gunny sacks. Plan individual signs.
2. In each Indian community there are many different kinds of needs.	A. Make clay dishes using the coil method. B. Talk about and read about ways we protect ourselves today. C. Read how the Indians lived. Compare ways of living in the tribe, village, etc., for protection in different areas.

CONCEPTS	SUGGESTED ACTIVITIES
	D. Have children bring in articles and pictures regarding protection. E. Discuss how the Indians met the hardships and dangers they encountered. F. Report on how the Indians were dependent on their immediate environment. Some examples might be the effect of weather on their lives, how they treated illnesses, and superstitions about cures. G. Be a map detective and locate various Indian tribes. H. Gather vocabulary words used in connection with the Indians and illustrate each. I. Have chalk boxes filled with review question. J. Read stories and poems. Show movies and filmstrips on Indian life. K. Make a dictionary of plants used for medicinal purposes. L. Have the children discuss the Indians' use of natural resources to provide their food, water, shelter, and other needs. M. Compare and contrast two tribes which lived in the same area to show that not all Indians lived the same way. N. Make dioromas of Indian Villages. Pueblos may be made from cardboard boxes of all sizes. Wet mud, twigs, and Lincoln logs may also be used.
3. Indians provide most of their production, distribution, and consumption of goods and services.	A. Collect pictures, verse, and excerpts from stories which deal with phases of food getting and consumption. B. Study the methods of planting, cultivating, and harvesting corn, squash, beans, wild plants, wild sweet potatoes, and turnips.
4. People living in Indian communities depend on other communities as well as each other for these goods and services.	A. Discuss clothing worn by Indians and also collect samples of different kinds of materials B. Discuss tools used in making clothing, and the ornaments. C. Collect pictures of the kinds of dwelling Indians used in various parts of the country. Study the methods of construction. D. Make a pueblo using boxes and papier mache. E. Make a chart showing the animals and plants that furnished food, clothing, shelter and fuel. F. Report on how the skins for clothing were treated and dyed. G. Find out of what materials the utensils, tools, and weapons the Indians used were made. H. Make a simple trap for catching rabbits and other game. I. Dramatize a day's activities of an Indian family. J. Grind some maize between stones. Use the meal to make johnny cake. K. Dry some fruit in the sun. L. Make a dictionary of kinds of food or types of homes used by the Indians. M. Work with Indian rhythms, chants, and dances.
5. Indian communities provide ways of transporting its people and their goods.	A. Make a model of a travois. B. Using heavy tagboard make a papoose cradle. C. Collect and make pictures or make scrapbook of transportation and communication used by the Indians. D. Discuss how goods were used in trading and in exchange. E. Find out how geographic environment affected the means of transportation and living in many ways. F. Report on how the Indians found their way from place to place; use of stars in telling directions.

CONCEPTS	SUGGESTED ACTIVITIES
	G. Make a mural depicting different kinds of transportation. H. Make a map of the United States, showing mountains, plains, rivers, etc. I. Compare the transportation used in early times with that of the Indians today.
6. The Indian communities provide for the communication of its ideas and feelings.	A. Make a totem pole to tell a story in symbols. B. Use ideographic or picture writings to write a story. C. Make a mural depicting the meaning of different types of smoke signals. D. Make drums from Crisco cans. Try to communicate by using the drums. E. Discuss Braille, used by blind, and sign language used by deaf people. F. Compare transportation of mail in pioneer times and now. G. Obtain a Girl Scout or Boy Scout manual. Find and draw trail signs.
7. The Indian communities provide for the education of their young.	A. Make a large map of the Indian reservations for the room. B. Read stories about Indians and how the children were taught. C. Make a list of questions on the topic, What We Want To Know About Indians and How Were They Taught? D. Make a model of a home in which you show the children watching and listening to parents and other members of family. E. Have an opinion box with stimulating questions in it. An example might be: Why do you think Indian children should be given the same sort of schooling you have? F. Keep word folders that a child might want to use in writing an Indian story. G. Post class charts with questions that need answering. Then show films and filmstrips to help answer them. H. Act out imaginary situations about family life. I. Have boxes filled with review questions. J. Have a student leader ask questions that will stimulate information. K. Read poems about Indians as found in TIME FOR POETRY, Scott, Foresman, and Company. L. Write to an Indian School for a pen pal.
8. Indian communities provide recreation for themselves and others.	A. Learn some Indian songs and dances or make mural about Indian life. B. Make a costume for an Indian dance. C. Make a large drum for Indian dance. D. Learn an Indian game. E. Make gourd rattles and leg rattles out of small boxes filled with stones, and small bells tied to strings or thongs. F. Listen to Indian musical instruments and songs. G. Learn dances and songs of other countries and compare them to Indian dances. H. Make a study of folk tales, tall tales, etc.
9. Indian communities provide procedures by means of which they can organize and govern themselves.	A. Prepare a set of questions to get information wanted about Indian governing bodies, read books, and finally make a mural on information obtained.
10. Each member of the community has to be responsible for making the community a better place in which to live.	A. Make a list of responsibilities as a good citizen. B. Organize a class club and draw up a constitution and by-laws, then compare your government to the tribal councils. C. Make a mural to show "Our Community Now" and "Our Community Long Ago".

CONCEPTS	SUGGESTED ACTIVITIES
	D. Divide the class into groups and each group should put on short skit showing democracy in action. E. Compare a Hopi Kiva type of government with the city council type of government.
11. Indian communities provide for the expression of their spiritual and aesthetic impulses.	A. Read Indian Legends about Kiva tales. B. Pretend he is an Indian and write a letter to a friend describing an Indian ceremonial. C. Make a collection of poems about Indians. D. Find out how and why the Indians devoted much of their time to religious ceremonies and dances. E. Study one of the Indian Festivals of one tribe and present a dramatic program. F. Have the children write questions and have them answered by other members of the class. G. Make scrapbook of different Indian dances explaining them along with pictures of the dance. H. Write letters for free materials of ancient Indian ceremonial dances, etc. I. Make a diorama to show a special ceremonial. J. Make foil masks by cutting aluminum foil pans and fashioning in the same way as paper sculpture. K. Make reports on the following: a. How Indians pray for rain. b. Indians thought animals, birds, insects, and flowers were spirits which could work against them. Find out what they did to win nature to their side. c. How they prayed for abundant harvest. d. How they prayed for plenty of game.

II. RANCHING AND FARMING COMMUNITIES

CONCEPTS	SUGGESTED ACTIVITIES
1. Farmers and ranchers and people of cities are interdependent.	A. Debate the statement: Ranching is a better occupation than farming.
2. Climate affects what is grown in an area.	A. Collect pictures to show how weather affects ranching and farming.
3. Diseases in ranch animals, crop diseases, and insect enemies are very dangerous and need to be fought.	A. Make picture charts, experience charts, and murals, or individual reports, to record information on the way a farmer or rancher protects his farm. B. Make a model of a plane used to spray crops to rid them of insects. C. List the crops grown on a farm and tell how they are protected.
4. Protection and conservation of life and property are important to the farmer and rancher.	
5. Ranching and farming communities provide for the production, distribution, and consumption of goods and services.	A. Show large pictures of ranch and farm life. B. Make a map of the United States showing the major farming and ranching areas of the country. C. Write letters to the Secretary of Interior to get information concerning water conservation. D. Ask a county agent to visit the class. E. Find out what standards seed companies, hatcheries, and equipment companies must meet in selling goods and services to farmers. F. Lay out a model ranch or farm. G. Plant some vegetable seeds.
6. New methods of transporting, packing, and preserving foods, allow us to have a variety of food.	A. Bring cotton plants to the classroom to examine and use in a cotton display. B. Show filmstrips and movies about cotton farming, truck farming, and fruit raising.

CONCEPTS	SUGGESTED ACTIVITIES
7. Most of the work done on farms and ranches today is done by machines.	A. Draw pictures and make up experience charts to go with it. B. Make a map of United States showing ranching and farming areas. C. Report on early methods of caring for vegetables, fruits, and meats before refrigeration. Compare these methods with those used today. D. Collect pictures of fruits and vegetables raised in Missouri. E. Make a display of citrus fruit and report why it is important to our diets. F. On map of the United States locate fruit growing centers. G. Have committees report on cotton growing, harvesting, where it goes after harvesting, and how it is distributed after being made into cloth. H. Collect pictures of and read stories about cattle ranches, cowboys, roundups, kinds of cattle, etc. I. Keep a cumulative list of words used in connection with ranching and farming. J. Examine pictures of brands of cattle ranches and design brands of your own. K. Discuss a cowboy's clothing such as chaps, boots, handkerchiefs, large hat, etc. L. Discuss the importance of ranchers and farmers to the welfare of all people. M. Discuss the meaning of consumption and tell how many of the products from farms and ranches are consumed. N. Compare farming and ranching communities to fishing communities in different parts of the country. How are they alike? How are they different? O. Make a map of the general location of important farming and ranching communities; cattle, sheep cotton, citrus, etc. P. Make a picture of various parts of cows we use: hides, hooves, hair, tail, etc. Q. Find out where largest markets for these products are and trace probable routes on the map. R. Trace certain foods as milk, beef, etc., from the table back to their original form. S. Get examples of raw wool, carded wool, and wool cloth. Discuss the processes the wool and cotton have gone through, where these services have been performed, and by whom and how cloth reaches us. T. Read and report on and show models of the kinds of transportation used by farms and ranches. U. Report on earlier methods of farm and ranch transportation of products. V. Find and trace major truck, air, and train routes on map. W. Make a mural showing products from our farms and ranches. X. Make and dress dolls or cutouts to represent particular kinds of workers on farms and ranches. Y. Use games, riddles, dramatizations, etc., to review kinds of transportation used by farm and ranch communities. Z. Report on the ways the farmer or rancher prepares his goods for shipping or moving and ways of protecting goods during shipment. AA. Discuss where the products of our farms and ranches may go and how they may travel to their destination. BB. Find out what products from other places are used by our farmers and ranchers. Where do they get them?

CONCEPTS	SUGGESTED ACTIVITIES
8. Ranching and farming communities provide for the communication of their feelings and ideas.	A. Make a mural depicting scenes of the Pony Express, tell how it operated, and compare with modern mail service. B. Collect pictures and read stories and poems showing communication in early days and modern times. C. Make puppets of some of the animals and workers on the farm. Write and dramatize a story showing different ways of communicating on the farm.
9. Ranching and farming communities provide for the education of their young.	A. Make a list of reasons why farmers and ranchers need to communicate and compare this with the necessity of communications in pioneer days. B. List the sources from which we can learn: Parents, schools, other children and adults, churches, clubs, etc. C. Find out how far children have to travel to school and then compare this with distances people traveled many years ago. D. Make a diorama to show a one-room school. E. Make a chart showing likenesses and differences of schools in farming and ranching communities to those of other types of communities. F. Discuss the various jobs of the people as they try to educate their children. Include bus drivers, custodians, teachers, principals, parents, etc. G. Discuss how the climate and environment affect the kind of materials used in school buildings. H. Make an experience chart of the discussion about why all communities need good schools. I. Some people travel from one farming and ranching community to another. Have a committee find out how the children get an education. J. A committee may find out how some famous men get their education. (Abraham Lincoln, George Washington, etc.)
10. Ranching and farming communities provide recreation for themselves and others.	A. Learn a square dance. B. Use these topics of discussion to clear up misconceptions about ranching and farming: a. Ranching is a business, not a rodeo. b. Animals are handled to promote greatest growth per pound of feed. c. Today more work on a ranch is done by machinery than on horseback. C. Read stories, listen to, and learn some cowboy songs. D. Decorate squares with paint, stitching or patch work, to put together for a quilt. E. Have committees report on: quilting bees, corn husking bees, and house raising bees. F. Let the children make up a skit depicting a day in the life of a cowboy or farmer. G. Discuss how ranchers and farmers shared work with their neighbors and turned this work into a social situation. H. Find out how people years ago celebrated special holidays. I. Ask someone who plays guitar to play and sing some old folk songs. J. Have children, parents, neighbors, and friends bring their hobbies to school for an exhibit. If your hobby cannot be displayed, write a report and display that. K. Debate the statement: Children how have more fun than pioneer children did.

CONCEPTS	SUGGESTED ACTIVITIES
11. Ranchers and farmers organize and govern themselves.	A. Talk about why we have to organize and govern people. B. Set up a class government, and elect helpers. Relate these helpers to city officials. President of the class--Mayor of the City Clean-up Helpers--Street and Sanitation Commissioner Play Equipment Helper--Recreation and Park Commissioner Fire Drill Leader--Fire Commissioner Patrol--Police Chief and Officers.
12. The government of ranching and farming areas are similar to other communities.	
13. Individuals and groups work together to take care of the community.	A. Discuss the word democracy. Have the children tell what they think democracy is and put it on a chart. Look up democracy in the dictionary and compare the chart and dictionary to see if there needs to be any changes made. B. Make drawings of our different flags and write sentences to tell why there have been changes. C. Discuss patriotism and have children tell what it means and learn to sing some patriotic songs. D. Find out how many presidents lived their early life on farms and ranches. E. Discuss elections. F. Talk about our responsibility as citizens and how ranchers and farmers show they are good citizens.
14. Ranching and farming communities provide for the expression of their spiritual and aesthetic impulses.	A. Locate on a map some of the beauty spots of the United States. B. Carry on a "Project Beautiful" to beautify the school. C. Collect pictures of different kinds of homes, or make models and discuss the place of climate in these pictures and models. D. Collect pictures of ranch and farm houses as they looked many years ago and how they look now. E. Let each child make a scrapbook of things which are beautiful to him or her. F. What part did religion play in the founding and settling of this country. G. Tell about something you like about your particular church or synagogue. H. Make a collection of pictures of beautiful churches and mission buildings. I. Make a big book of pictures, stories, reports and poems to show why you love America. J. Make a chart of ways you can help others be happy.

III. MINING AND LUMBERING COMMUNITIES

CONCEPTS	SUGGESTED ACTIVITIES
1. We use many natural resources for the benefit of man.	A. Display pictures that show "industry". B. Pantomine types of industry for others to guess. C. Discuss industries in Missouri. D. List fathers' occupations on a chart and illustrate them. E. Take a brief field trip to a quiet area, let them sit around it, and discuss.
2. Some resources are replaceable--others are not.	
3. Conservation is very important in lumbering and mining areas.	A. Discuss what happens before a new tree can grow and the importance of planning ahead to replace our forests. B. Have a carpenter come in to show how he uses lumber in his job.

CONCEPTS	SUGGESTED ACTIVITIES
4. Mining and lumbering communities provide for the protection, distribution, and consumption of goods and services.	A. Make a cross-section mural of an underground mining operation. B. Write a letter to American Forest Products Industries, Inc. for a lumbering poster. C. Write stories, such as: Story of a Tree; From Seed to Lumber; Story of a Baseball Bat; Story of Copper; From Ore to Bracelet.
5. Mining and lumbering industries are very dangerous.	A. Make a lumbering and mining exhibit. Examples, pieces of wood or ore. B. Draw pictures to tell the story of lumbering and mining. C. Write poems about trees. D. Write a skit, "A Pageant of Lumbering" and represent some lumber worker. The worker tells what kind of work he does. E. Have a Paul Bunyon Day. Read stories and write tales. F. Make a dictionary of logging and mining terms. G. Read to find out how these mines and lumbering companies distribute their ore and lumber. Where and how is it sent? H. Locate and find out about a mining "ghost" town. Make up creative stories concerning the town. I. Make report on steps in mining and smelting. J. On the map of the United States trace the routes lumber and ore travel. K. Make a list of all the workers in mines and lumbering businesses and decide which ones are producers of goods and which are producers of services. L. Make a picture map showing forest and mine areas in the United States.
6. Mining and lumbering provide ways of transporting themselves and their goods.	A. Show pictures of equipment used in transporting lumber from the forest to the mill to the lumber yard. B. Display different kinds of wood. C. Make a list of names of equipment used in transportation. D. Make a movie of lumber being transported from the forest to the mill to the lumber yard to your home. E. Make a display table or dioramas of equipment used in lumbering. F. Make a display of different kinds of ore and how it is transported. G. Compare transportation in mining and lumbering communities to transportation in large cities such as New York. H. Make a chart showing likenesses and differences in transportation in small communities and large cities.
7. Mining and lumbering communities provide for the communication of their feeling and ideas.	A. Make a diagram of an underground mine and label areas in which communications would be necessary: a. Safety precautions marked-blasting, height of shaft, etc. b. Instruments indicate the amount of air. c. Sign language might be used for distant communication over noise. d. Flashing lights might be used. B. List as many things as you can that come from a mine or from lumber. Plan advertising campaigns to sell some of these products and correlate activities. C. Prepare short talks about some kinds of communication and tape record the talks. D. Decide how advertising may help our forests. E. Make a bulletin board to show how copper is useful in communication.

CONCEPTS	SUGGESTED ACTIVITIES
8. Mining and lumbering communities provide for the education of their young.	A. Draw a picture of school building, inside and out. B. Write a letter to a pen-pal in a mining or lumbering community. C. Make a chart like the following: Schools Long Ago — Schools Today Buildings Books Libraries Studies Teachers D. Write stories about children of several years ago going to school and how they differ from pioneer children in the East. E. Compare schools in our community with mining and lumbering schools. F. Pretend that there are no schools. What would happen?
9. Mining and lumbering communities provide recreation for themselves and others.	A. Make a movie, or make a mural about a log-pulling or log-rolling contest. B. Make stick puppets showing how miners and lumbermen dress. C. Give a dramatic play showing what lumbermen or miners do on a day off. D. Make a mural showing all of the activities a family might do in the forest for recreation. E. Make fire prevention posters. F. Read about some of the people who have written stories for people to read and enjoy. G. Make a list of activities in which you like to participate. H. Plan a party for another class. I. Find out how children in mining and lumbering communities celebrate special days.
10. Mining and lumbering communities provide means by which they can organize and govern themselves.	A. Use wood or a piece of ore to make a gift for your mother or father. B. Organize a classroom government. C. Find out what kind of rules would be necessary for a mining operation or a lumbering operation.
11. Government helps people to live and work together safely and well.	A. Make a mural of an open pit mine and label places where laws or rules are necessary. B. Discuss the importance of conservation in lumbering and mining.
12. Many levels of government are responsible in helping us look ahead and plan to conserve our resources.	A. Find out what kind of jobs are needed as the ore from a mine is made into a product we can use. B. Trace the steps of chopping down a tree and processing the lumber to find needs for law. C. Find out how mines were protected long ago and how they are protected today. D. Discuss age limit laws and why they were needed. E. Use a play to dramatize an old miner protecting his mine. F. Discuss mining and lumbering operations and compare with city and state government. G. Compare the state government to a federal government. H. List things we can do to show our patriotism to our state and nation.
13. Mining and lumbering communities provide for the expression of their spiritual and aesthetic impulses.	A. Collect pictures of beautiful forest scenes, picnic areas, fishing streams, and boating areas in Missouri. B. Tell about experiences you have had camping, fishing, or hiking in the forest. (Use OTHER RESOURCE, MATERIAL)

CONCEPTS	SUGGESTED ACTIVITIES
	C. Invite a Forest Ranger to come and discuss recreation in the National Parks. D. Have a Paul Bunyan Day. E. Show films about forest areas. F. Collect pictures of all the beautiful spots in the United States and discuss how we can keep it beautiful. G. Find out how children in mining and lumbering areas celebrate Christmas, Easter, and other holidays.
IV. LARGE CITY COMMUNITIES	
1. A large city needs rules to make it a safe place to live.	A. Read poems about policemen. B. Discuss these questions: a. Why do we need policemen? b. What must a city have to keep its people safe?
2. There are many jobs in large cities and cities grow larger as more jobs are needed for its people.	
3. Large city communities provide protection and conservation of life and property.	A. Name some safety and health rules you would expect a big city to have. B. Using the rules make a chart of men responsible for seeing these health and safety rules are enforced. C. Find stories about people who live in a big city. How do they keep it a nice place in which to live and work? D. Write a story about one helper. Tell why he is needed and what he does. E. Invite a policeman, fireman, or some other city worker to visit the class. F. Show pictures of large and small cities. G. Discuss how large and small cities are different and alike. H. Talk about the different kinds of buildings found in cities and their uses. (Homes, factories, stores)
4. City communities provide for the consumption of goods.	A. Discuss why each family needs one or more persons to earn money. B. Discuss the job that some parents have. Find out which jobs are found only in cities and which jobs can be found in cities and towns. C. Select one job to learn about by reading stories. Find pictures or ask someone to tell him about the job. D. Discuss what jobs you would like to do when you get older. E. Take a field trip to a bakery or a milk plant to see how they prepare food and how they keep it clean and fresh for customers. F. Invite a mother who sews to talk about choosing and fitting a pattern for clothes. G. Talk about garment factories and what they do. H. Start a product map of the United States. Place symbols near manufacturing cities.
5. City communities provide ways of transporting themselves and their goods.	A. Discuss how large cities supply needs of the people living in it. B. Make a bulletin board showing ways people and goods travel from one place to another in a city. C. Make a list of foods children in cities would have to do without if there were no railroads, trucks, or other transportation. D. Take a trip to a grocery store and find out how the food gets to the store.

CONCEPTS	SUGGESTED ACTIVITIES
	E. Using a map, trace the food from its source to the large city. (Truck, train, airplane) F. Collect labels from different pieces of clothing that includes the names of the places where they are manufactured. Discuss the location of the place, how far it is from St. Louis, and what different means of transportation might have been used to bring it to the store where it was purchased.
6. City communities provide for the communication of their ideas and feelings.	A. Find things in the pictures put on the bulletin board that help people communicate with one another. B. Locate telephone poles and radio television relay towers and ask why they are important. C. Visit a telephone company. D. Discuss why a city needs a newspaper. E. Study a newspaper and make a class newspaper. F. Visit a post office. G. Find out and draw a chart showing how a letter gets from you to the person who receives it. H. Discuss why we need to communicate with one another in a large city.
7. City communities provide for the education of their young.	A. Talk about the schools in the large cities. B. List the kinds of subjects studied in schools. C. Ask where students live who go to elementary schools, and universities. D. What other kinds of schools may be found in large cities? E. Why are these special schools located in large cities? F. Find different kinds of schools located in the St. Louis community. G. Locate some well-known schools on a map of the United States. H. Write stories about the kind of job you want to have when you grow up, and how you expect to do it.
8. City communities provide recreation for themselves and others.	A. Talk about places families go to have fun. B. Discuss visitors to St. Louis and what they come to see. C. Visit museums in the area. D. List on the board things you can do to enjoy a big city. E. Tell about visits you made to the city to see a hockey, baseball, football game, T.V. show, zoo, or some other entertainment. F. Make a chart grouping types of entertainment into groups: a. Paid for by taxes and b. Paid for in some other way. G. Arrange on a bulletin board or in a scrapbook under such headlines as, Sports, Theaters, Parks, Museums, and other places of recreation.
9. City communities organize and govern themselves.	A. Use current events, select a political issue or project (election) discuss it, and follow its development. B. Organize a government within the room. C. Collect, display, and discuss current events and pictures related to community projects. D. See how many kinds of taxes your parents pay. E. Make a poster showing different workers who are paid by taxes: opposite each write a sentence telling about the work. F. Discuss school government (student council) and study its responsibilities, students needs for cooperation, etc. G. Discuss with the children the importance of trash and garbage disposal with respect to health, odors, and animals running loose. Discuss this using the St. Louis area as an example.

CONCEPTS

SUGGESTED ACTIVITIES

H. Discuss how cities and counties maintain roads, streets, and alleys.
I. List ways in which community people help school children.
J. Have the children locate the state, county, and community on different maps, coloring the representative areas.
K. On a map have the children locate the national capital and their own state capital.
L. Make a list of improvements the children think are needed in their community and organize a community workers' club.

EVALUATION

1. Are the children able to observe and discuss the important likenesses and differences of things and pupils in a community?
2. Are the children aware and able to recognize that change takes place as man continues to progress.
3. Do the children practice within the classroom the democratic idea that in our society each individual has rights and responsibilities?
4. Have the children demonstrated their understanding of the many forces that influence their way of life by such things as answering questions, discussion, a project, or other technique?
5. Are the children able to use the map or globe to point out directions; locate cities, states, countries, continents; locate mountains, plains, rivers, lakes, and other land forms?

SAMPLE UNIT

INDIANS OF YESTERDAY AND TODAY

A. Overview

The geographical location has a great effect on the way we live. Because we live in such a complex society, this influence is easier to see if we study a more primitive society. The Indian as he first lived in this country is a very good example.

The American Indian settled in five main regions, and because of the difference in climate and terrain, these groups led very different lives. These differences are reflected today although they have changed greatly.

If children are to develop understanding about other people of the world, they need to know about the cultures of these peoples, and how and why they are different from ours. Indians are an interesting topic to third grade children, and one about which they already know quite a bit. A study of their culture offers many contrasts to that of third grade children. A unit on Indians also helps the children appreciate that people may live in the same natural environment as others, but live very differently as a result of scientific and cultural advantages.

B. Objectives

1. Understandings:
   a. We have many different types of climate, geography, and natural resources in our country: they affected the Indians' way of life and continue to influence us today.
   b. People who lack means of communication and transportation must depend on the resources of their immediate region.
   c. Indians have the same fundamental needs and desires that are common to all people.
   d. The Indian has had to go through many changes in his way of life as the United States grew.
   e. Through knowledge of backgrounds, we learn to respect all people, regardless of race or color.
   f. The Indians have made many worth-while contributions to our culture.
   g. The Indians, like all people, made provisions for government, recreation, and protection.
   h. Some of today's American Indians have retained a segment of their culture that they had when the first settlers came to America.
   i. Many Indians of today have successfully integrated into American society.
   j. Some Indians live on land reserved for them by our government. These areas of land are called reservations.
2. Attitudes:
   a. Appreciation of nature and its influence on our way of living.
   b. Attitude of tolerance toward differences in people.
   c. Appreciation of the contributions the Indians gave to our culture.
   d. Realization of the fact that change is often necessary for the better.
   e. Appreciation for the Indian today, and his struggle to adapt to our ways of life.

3. Skills:
   a. The ability to locate the five main Indian tribes on a map of the United States, and describe the general climate and land in these locations.
   b. The ability to recognize the various types of Indian art, such as weaving, pottery, molding, and painting.
   c. The ability to explain the differences in the lives of the Indian tribes, due to geographic influences.
   d. Increased ability in using reference materials.
   e. Increased vocabulary concerning geographical locations and Indians.

C. Initiation of the Unit

Most third grade children have a "build-in" interest in Indians, and will need little more than an introduction to Indians in general. They need to learn more about Indian life of today, and the part they played in the early history of our country. The unit should be introduced through a study of Indian children, as most children have played "Indian" at some time or other. They may read some of the Indian legends, find pictures of Indian children, and learn how they help to herd the sheep, and also how they may serve as interpreters for their parents who are unable to speak English. They may read about the Indian schools and how the children are learning ways to improve their way of living. The teacher also may ask the children what they would like to learn about Indians.

D. Suggested Activities

All activities should be derived from accurate information about Indians. Children should be aware that all Indians did not dress alike, live in the same kinds of houses, raise the same crops, etc.

1. On a map of the United States, help the children locate the part of our country where each of the five types of Indians: the woods in the East, the desert in the Southwest, the Northwest coast, the California coast, and the plains in the center of our country live.
2. Encourage the class to make an Indian booklet. List the topics they would want to include: Homes and family life, food, clothing, work, living in the community, music, art, games, children, tools, weapons, dances, etc.
3. Compare the organization of an Indian tribe or village with that of our local community government.
4. Discuss with the class the places outside their texts where they can get information about Indians. Divide the group into committees, each committee taking several topics to develop for their booklet. Develop the concept of a plain, or other area, that the children may be able to associate the types of homes, the crops grown, the method of transportation, and the natural protection offered by the area in which these Indians lived. Discuss the kind of government the Indians had, and the different levels of authority included. After the children have completed their gathering of information,let them combine the work of all. Picture illustrations by the pupils, written plays, poems, songs, etc. will all make interesting contribution to the booklet.
5. Compare our foods with the Indian foods. Make a list of two columns, listing our foods in one, and that of the Indians in the other; emphasize "natural foods".
6. Try making some tools out of real stone. Discuss the value of this experience with respect to the way the Indians made their tools.
7. Grind or pound some corn with a wooden paddle, and make some corn bread with the meal. Discuss the difference between this meal and the kind used today in making corn bread.
8. Use some vegetable or fruit juices to dye or paint designs on cloth.
9. Make drawings to illustrate the differences between girls' and boys' clothing today and that of the Indian children.
10. Compare the methods of transportation used by the Indians with that used by people today. Do the same for communication.
11. Write imaginative stories about living as an Indian child.
12. Make a chart of Indian symbols and label each according to meaning.
13. Describe life on a reservation. Why do we have Indian reservations in the United States?
14. Compare the life of an Indian girl with that of an Indian boy. Explain why they were treated differently.
15. Associate the following terms with Indian life: totem pole, mandan, mesa, pinon tree, wigwam, hogan, kiva, council house, sealing slab, smoothing stone, tepee, pemmican.
16. Make a list of the foods we use in our menus that are contributions of the Indian culture.
17. Illustrate the different ways the Indians obtained their meat. What methods did they use for preserving and cooking it?
18. Make a poster displaying pictures of famous Indians helping the white settlers.
19. Read Indian legends and discuss their contribution to literature.
20. Explain how the Indians learned to tell directions by the stars and time by the moon.
21. Learn some Indian songs and sing them to other members of the class; Use home-made instruments if possible. Learn some Indian games and demonstrate them also.
22. Write a paragraph telling about the music of the Indians: include the kinds of instruments they used and where they got them.

E. Evaluation

1. Have the pupils acquired knowledge of the different climates and regions within our country?
2. Do they understand that although people are different in looks and appearance, they all have the same needs?
3. Do they know the main differences in the ways the various regions of Indians lived?
4. Do they realize and appreciate the influences Indians and settlers had on each other?
5. Can they visualize the changes that have occured in ways of living in our country?
6. Can they locate on a map the five Indian regions?
7. Can they compare Indian, pioneer, and modern life?
8. Can they recognize important, lasting Indian influences?
9. Do they recognize the place of the Indian in our modern society?

F. Selected References

1. Books:
   a. Barty, Elizabeth. AMERICANS BEFORE COLUMBUS. Viking Press.
   b. Bronson, Wilfrie S. PINTO'S JOURNEY.
   c. Brown, P. WAR PAINT AND INDIAN PONY.
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   h. Woodland Indians of Early America
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   d. Indian Ceremonies
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LEVEL FOUR

LIVING IN WORLD COMMUNITIES AND OUR STATE, COUNTY, AND CITY

OBJECTIVES

1. Develop the understanding that people try to make their homes and ways of living fit the kind of place where they live.
2. Recognize that people make a living depending somewhat on the climate, rainfall, soil, topography, and resources.
3. Recognize that man uses his ingenuity to change his environment.
4. Develop the understanding that trade makes it possible for people to enjoy the products of other countries.
5. Develop the understanding that people of the various communities are more alike than different.

OUTLINE

I. Desert Communities
II. Tropical Rain Forest Communities
III. Plains Communities
IV. Coastal Communities
V. Mountain Communities
VI. Our State, County, and City

I. DESERT COMMUNITIES

CONCEPTS	SUGGESTED ACTIVITIES
1. Large regions of the earth with low rainfall are called deserts.	A. On a large outline map of the world, color in all the areas that are occupied by desert regions. Name and label the continents on which they are located. Indicate the color in the map legend.
2. The surface features of deserts vary widely, although they all have low rainfall and little plant life.	B. Make a class collection of pictures taken in American deserts.
3. Deserts are shut off from moisture-bearing winds.	C. Display them around a map of the United States. Use yarn to connect each picture to the desert where it was taken. See map that indicates amount of rainfall.
4. Desert rainstorms are infrequent, and they usually come in the form of sudden, severe cloudbursts.	A. Collect photographs of canyons and eroded areas. Display these with a paragraph telling how water caused the effects shown.
5. Water is the key to life in the desert. An adequate water supply is the biggest problem to people in desert regions.	B. Request pamphlets giving information about Hoover Dam, Boulder City, Nevada. From the data provided, prepare a report with diagrams for presentation to the class.
	C. Draw bar graphs showing the daily high and low temperatures where you live.
6. Desert temperatures may be high or low; they may vary sharply between day and night and from season to season.	
7. Most desert tribes live far from each other.	
8. The lives of desert people are changing through contact with people from other communities and by new opportunities for work and travel.	A. Make a map showing where oil is found. Find information about locations of oil wells. Transfer this information to a desk map. Decide what legend to use for oil, a tank, an oil well rig, or a pump.
9. Few people live in desert regions because the resources there are limited.	B. Display pictures of oil derricks, pipelines, and refineries located in the desert land of northern Africa and the Middle East.
10. People living on deserts depend on one another to help meet their needs and wants.	C. Make models of homes used by families in various desert areas.
11. The people of some desert regions are nomads; they move their homes from place to place as they seek fresh pasture for their animals.	
12. The grazing of animals is the chief occupation in most deserts.	A. Report on how well equipped the camel is for life and work on the desert.

CONCEPTS	SUGGESTED ACTIVITIES
13. The clothes of desert people, made from materials available to them, are the best possible protection they can devise against daily and seasonal extremes of heat and cold.	A. Dress clothespin dolls to illustrate clothing in the Sahara. Explain to the class why this type of clothing is worn.
14. Different kinds of plants and animals are found in the different kinds of deserts.	A. Find and display pictures of plants and animals that you might see in a desert. Find out how they are suited for life on the desert.
15. An oasis is an isolated area in the desert where plants of many kinds grow because there is water from springs, wells, or other natural sources.	A. Make a model of part of a desert that is away from an oasis and another model showing an oasis. B. Make believe you are going shopping in an oasis market along a caravan route. Make a shopping list for yourself.
16. People in oasis communities have permanent homes and lead lives much like people in any other settled community.	C. Display a picture of the flatroofed desert homes. Make small forms of wood, fill with mud, and dry in the sun. Construct an oasis village out of these mud bricks.
17. Much desert land has been found to be good farm land and the cultivated areas in deserts are increasing.	D. Make a simple model to show irrigation of land. List the things produced in the area before and after the land was irrigated.
18. People living on deserts must have rules about the use of water, animals, and land. They must also have ways of enforcing these rules.	
19. Leaders are chosen in different ways.	

II. TROPICAL RAIN FOREST COMMUNITIES

CONCEPTS	SUGGESTED ACTIVITIES
1. Some climates are better for growing crops than others.	A. On a world map, find ports in tropical rain forests. Then choose two ports and make a list of the products that are shipped from them. Use a reference source for this information. Tell where these products came from.
2. Rain forests are dense with many trees and vines.	B. Collect pictures of tropical plants and flowers. Plan a field trip to the Climatron.
3. We can tell much about the climate of a region if we know the plant life in that region.	C. Find out which months of the year would be best for travelers to visit the Amazon region.
4. Some rain falls almost every day in a tropical rain forest.	D. Read how men get latex from rubber trees. Explain how they have improved ways of hardening it.
5. Rubber trees are an important resource of these communities.	E. On a globe find the Mississippi River and the Amazon River. Use a piece of string to find which one is longer. Try to decide which river is wider.
6. Great rivers are used for transporting resources and goods in tropical rain forests.	F. Prepare a short play showing life in a tropical rain forest. Use words appropriate to that community.
7. Clearings in rain forests are usually surrounded by steaming jungles filled with tropical plant and animal life that often seems more the enemy than a friend of man.	G. Make a bar graph comparing the annual rainfall of the Amazon region with Missouri, the Sahara Desert, and the Congo in Africa.
8. Moisture and quiet air make hot places seem hotter than they really are according to the thermometer.	H. Visit a greenhouse. Find out what kinds of plants grow well in a greenhouse that is kept very warm and damp.
9. Because the land wears out rapidly when the forest are cut down, farmers in tropical rain forest communities must move to new farms every few years.	I. Make believe that your family is building its own house in a rain forest near the Amazon River. Make a picture showing how you think the house should look. Write a story for your picture. In your story tell what each member of your family could do to help with the work of the building the house.

CONCEPTS

10. Communities in tropical rain forests are small. Cities are found only on the edges of a forest and along the great rivers.

11. Most people living deep in tropical rain forest have little contact with other communities. Therefore, their way of life is very much like that of people who lived in rain forests long ago.

12. People living outside of cities in tropical rain forests usually live in tribes ruled by a strong chief.

13. Living in hot, wet lands is difficult, and it has taken real effort on the part of people just to survive in them.

14. Many of the people who live in tropical rain forests obtain food, clothing, shelter, and most of the other things they need from the forest.

15. Early explorers in the tropical rain forest of South America found Indians living along the Amazon River.

16. Early explorers along the Congo found tribes of Pygmies and Bantu living there.

17. Education is an important need of most rain forest communities.

18. When Europeans came to the rain forests, real change began.

19. Land near the equator, except high plateaus and mountains, is hot and wet.

SUGGESTED ACTIVITIES

A. Make a report explaining why it would be hard to build and maintain roads between communities in a rain forest.

B. In current or old magazines look for pictures of tribal customs and also village scenes.

C. Prepare a day's menu for a child living in the Amazon region.

D. Make a "travel movie" that will show how people live in rain forests. Draw or find pictures in magazines showing their homes, clothing, and food. Include pictures of the things they trade. Paste pictures together in one long strip. Put the picture strip on a roller and unroll it to make a movie.

E. Learn about the types of musical instruments used in the Congo. Find pictures of bongo drums and other musical instruments.

F. Use Vachel Lindsay's poem "The Congo" for choral reading. Pat hands on desks to simulate the drum beats and to keep the rhythm.

G. Compare the kind of government and schools in the Amazon region with those of the United States.

H. Draw a map of South America; indicate location of the equator, Amazon River and its tributaries, and bodies of water surrounding South America.

III. PLAINS COMMUNITIES

CONCEPTS

1. Plains are formed in places where glaciers, rivers, or lakes drop layers of soil.

2. Habitable plains are found on all continents except Antarctica.

3. Rich farmlands are the major resources of plains.

4. Farms and cities are found in many productive plains areas.

5. Plains are good places for building roads and railroads.

6. The Indians of the plains of North America depended upon buffalo for food. They also made clothing, shelters, and tools from parts of the buffalo.

7. The invention of modern farm machinery and improved transportation caused farmers on many plains to produce more food than was needed by their families.

SUGGESTED ACTIVITIES

A. Look at a world map that shows plains. What color does your map show them to be?
B. Study the amount of plains land on each continent.
C. List the continents in order of the amount of plains land.

A. Make a booklet entitled ANIMALS OF AUSTRALIA, which includes pictures and stories of the unusual animals and other creatures found there.
B. Discuss why cattle, hogs, and sheep are raised in the wheat and corn belts.
C. Show several places on a map where big cities have developed on the plains. Can you explain why?
D. Read about old time ranching and make a report on cattle drives to the railroad.
E. Find stories about the Indians who lived in the interior plains. Read or tell one of the stories in class. Find or draw pictures that show some of the scenes in the story you choose.
F. Make a class display of models of pictures of machinery a wheat farmer or a corn farmer might buy.

CONCEPTS

8. People in other regions often depend upon people of the plains for meat and grain.

9. People living on farms or ranches can produce most of their own food. They can trade or sell extra food and animals for another type of goods they need or want.

10. The seemingly endless supply of natural resources often made early plainsmen in our country careless and wasteful.

11. Because of modern communication and transportation, farmers no longer lead isolated lives, unaware of happenings in the nation and the world.

12. Scientific farming is taking the place of farming done by traditional methods passed from father to son.

13. Because of the different products of plains, plainsmen throughout the world earn their living in many different ways.

14. People in some plains areas earn more money than people in other plains areas.

15. The seasons are reversed in Northern and Southern Hemispheres because the noon sun is most nearly overhead for one hemisphere when it is lowest in the sky for the other.

SUGGESTED ACTIVITIES

G. Make a collection of as many of the corn and wheat products as possible. Paper muffin cups provide uniform containers for samples of corn or wheat, or other seeds, flour, cereals, etc. Label the various samples clearly.

H. Make a poster that shows different kinds of grains. Name each grain and tell how it is used; and on a map show where it is grown.

I. Draw a large circle on a piece of brown wrapping paper and divide it into four equal parts to represent the four seasons of the year. Label the four quarters of the circle, "Spring, Summer, Fall, Winter". In each quarter of the circle, draw or paste pictures to make a picture calendar, showing the work and the weather in each season of the year in the central plains of the United States.

J. Make a mural of a particular plains community, some type of farm or ranch, or kinds of transportation used on plains today.

K. Collect and arrange pictures of the by-products of the cattle industry.

L. Write a report on one of the following topics: Sheep and Cattle Raising in Australia; School in the Outback; Canberra Capital; The Industries of Australia.

M. Find two different calendars showing all the months of the year on one page. Label one calendar Argentina. Label the other one United States. Mark off and label the seasons on each calendar.

N. Learn to sing some of the well-known cowboy songs.

O. Pretend that you are visiting an Australian boy or girl. Write a letter to a friend telling how the children in Australia have school and how the cattle are cared for on the ranches.

P. Construct a model farm typical of one found in the central plains of the United States. Make your farm as complete as possible, including buildings, fields, feed lots, and machinery. A model grain elevator may also be included.

IV. COASTAL COMMUNITIES

CONCEPTS

1. Even though all coastal land lies next to the ocean, it is not all the same.

2. Bays, harbors, and gulfs are breaks in coastlines. These inlets are protected from the big, powerful waves of the open ocean.

3. Many of our country's early settlers came from the western coastal lands of Europe.

4. In addition to running water and wind, waves and moving ice can make important changes in the appearance of the earth.

5. The pull of the moon causes a movement of the ocean waters called the tide. There are two periods of high tide and two of low tide each day.

6. Ocean currents often influence the climate of coastal regions.

SUGGESTED ACTIVITIES

A. Find and display pictures of a coast that illustrates high cliffs, a sandy beach, and a rocky shore bordering the ocean.

B. Locate cities in the United States that are on or near bays, harbors, and gulfs. Model an island showing land features such as a bay, peninsula, cove, or irregular coastline could be shown.

C. Give a report to the class about early settlers.

D. Use a map of the world to find a place where there seems to be a good harbor, but no large city. Check the products of the land nearby and find out why little trade has been carried on there.

E. On a map find and trace the warm ocean current that crosses the Atlantic Ocean.

CONCEPTS	SUGGESTED ACTIVITIES
7. Different patterns of family life are found in different coastal communities.	A. Prepare an exhibit of inventions, coastal installations, building, ships, and miscellaneous safety devices which have helped to make the life of coastal people safer and more pleasant.
8. New inventions help coastal people lead safer and more comfortable lives.	B. Look at Winslow Homer paintings. Try to paint a seascape.
9. People living in the different coastal communities do many different kinds of work. The work depends upon the coastal areas, the natural resources, and the transportation systems.	C. Make an exhibit of models and pictures of different kinds of boats and ships.
10. Modern fishing equipment and methods differ from those of early days.	D. Compare old and new fishing methods and tell what safety improvements have been made.
11. Many different kinds of products come from the oceans because of the wide variety of resources to be found there.	E. Find and bring in poems and songs that tell about men of the sea.
12. The people in coastal lands make laws about using natural resources.	F. Report on the whaling industry as it was conducted in the days of the small boats and hand-thrown harpoons. Contrast that report with whaling today. Make a map of today's whaling areas.
13. Farming, forestry, recreation, and the fishing industry are often important in coastal communities.	G. Make a large chart showing a picture of fish or sea animals. List the products that can be made from them.
14. Modern methods of freezing, frying, canning, and salting permit the products that come from the ocean to be shipped to all parts of the world.	H. Report on methods used to prepare and ship the fish and lobsters to market.
	A. Make a set of small travel posters. Show things people enjoy doing in towns on the coast.
	B. Make a model of a lighthouse or draw a picture of one.
	C. See how many meanings you can find for each of the following words:

marine	cost	knot	line
lock	bow	wake	perch
mean	fathom	school	whale

V. MOUNTAIN COMMUNITIES

CONCEPTS	SUGGESTED ACTIVITIES
1. Mountains were formed mainly by faulting, doming, folding, and volcanic eruptions.	A. Locate some mountain ranges.
2. Glaciers are hugh fields of ice and snow that move down mountainsides.	B. Explain how glaciers are formed. In what ways are they helpful? In what ways are they a hindrance? Explain.
3. The tops of many mountains are covered with snow which may melt in spring and form mountain streams.	C. Find Europe on a map or globe. Locate the Alps. Look for the names of the large rivers that begin in the Alps. Tell in which direction each one of these rivers flows and into what bodies of water they empty.
4. Snow on peaks of some of the highest mountains never melts. The point above which it does not melt is called the snow line. The nearer the equator, the higher the snow line.	D. Locate the Andes on a map or globe. Find out how long this chain of mountains is. Locate and measure the length of the Rocky Mountains. Tell which chain of mountains is the longest.
5. A timber line is the point on a mountainside at which trees grow.	E. Collect pictures taken in the Rocky Mountains. Arrange them around a map of North America.
6. Valleys are the only places in the mountains that crops can be grown.	F. Make a list of mountains and compare their heights. Tell on which continent each range is located.
7. Very few plants can grow high in the mountains. It is too cold there.	

CONCEPTS

8. Every continent has mountain ranges.

9. Mountain ranges separate one region from another.

10. Explorers of western North America traveled through mountain passes.

11. Modern transportation and communication are helping to bring hill and mountain people into closer contact with the rest of the world.

12. Life in mountain regions, even in one country, differs from area to area.

13. While natural resources differ from one community to another, in the main they fall into five groups: pasture for mountain livestock, forest, mining, water power, and scenic beauty. Not all five are found in every mountain region, and the use made of the ones available often differs from place to place.

14. The higher in the mountains people live, the smaller are their communities and the more isolated from other communities. Because of this, high mountain communities were slower to change than communities at lower levels.

15. People in most mountain communities must meet their own needs. They must grow or make things they need and want.

16. Many people spend their vacations in mountains each year. These vacationers provide jobs for people living in the mountains.

17. Temperatures become lower as altitude increases.

SUGGESTED ACTIVITIES

G. Model the Rockies showing a pass and the mountains around it. Use toy cars and trains to show how the pass can help people travel in the mountains.

A. Make a report on the discovery of Pikes Peak or the story of Zebulon Pike or some other mountain discovery.

B. Read some of the stories that have been written about the first expedition to climb Mt. Everest. Make a list of the tools and equipment used by this expedition.

A. Read about Norway in Europe, Peru in South America, and Tibet in Asia. Make a list of the ways in which they are alike and those in which they are different. Consider: location, distance from bodies of water, distance from the equator, size, height of mountains, seasons, kind of soil, government, schools, and work of the people.

B. Make a scrapbook displaying types of dress of people who live in different communities.

C. Collect current news items about mountain regions, mountain climbing, mountain sports, construction of tunnels, and the like.

D. Find someone in your school or community who has been to the mountains. Have him tell the class about his trip.

E. Look at the recipes on cake mix boxes. See if the recipes are different for baking in the mountains. Find out why.

EVALUATION

1. Are the children beginning to understand that communities and their peoples around the globe have more points of similarity than differences?
2. Are the children learning to work cooperatively with others and assume their share of responsibility?
3. Are the children learning that physical factors such as climate and topography affect the lives of people in various regions?
4. Are the children growing in their knowledge and understanding of democratic citizenship?
5. Are the children growing in tolerance and understanding of customs and beliefs of people here and throughout the entire world?
6. Are the children learning to understand and love their own community, state, and nation?
7. Do the children recognize the interdependence of family and school people, residents of neighborhoods, neighborhoods of cities, states and countries?

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VISUAL AIDS

FILMS

DESERT

Desert Nomads
Eskimo Hunters
Eskimo Children
Polar Regions
North of the Arctic Circle
What Makes a Desert?
Water for Dry Lands
Life in the Nile Valley
Life in an Oasis
Creatures of the Desert
Homes Around the World
Navajo Indian

FILMSTRIPS

DESERT

Arctic Foxes and Wolves
Arctic Birds of the Northland
Northland
Great American Desert
Eskimo Village Life
Desert Nomads

FILMS	FILMSTRIPS
TROPICAL RAIN FORESTS	**TROPICAL RAIN FORESTS**
Nomads of the Jungle	Land of the Tropical Forests
Amazon Family	Africa Native Tribes
Amazon, People and Resources	Africa: Plants and Flowers
Animals of the Indian Jungle	Life Along the Congo
Malaya, Land of Tin and Rubber	Bantu in South Africa
People of the Congo	Bantu People of South Africa
Burma, People of the River	
Life of a Philippine Family	
Thailand: Land of Rice	
Tropical Africa	
Tropical Lowlands	
Tropical Rain Forest	
African Girl: Malobi	
African Village	
PLAINS	**PLAINS**
Horsemen of the Pampae	American Prairie
Northwestern States	America's Farms
Wheat Farmer	Coyotes and Other Prairie Animals
Pioneers of the Plains	Great Plains
Settling of the Great Plains	Corn for All
Great Plains, Land of Risk	The Cornbelt
Argentina	
Canada: Prairie Provinces	
Farmers of India	
Prairie	
Riches of the Veldt	
Corn Farmer	
Cattle and the Corn Belt	
COASTAL COMMUNITIES	**COASTAL COMMUNITIES**
Maine Harbor Town	Story of West Coast Lumber
New England Fisherman	Pacific Northwest
Japanese Fishing Village	
People of the Western Shore	
Ports of Scandinavia	
Life in the Sea	
Farmer-Fisherman	
Freighter in Port	
Tides	
Harbor Highlights	
Salmon Story	
MOUNTAINS	**MOUNTAINS**
Life in the Alps: Austria	Northern India
Highlands of the Andes	Western Mountains
Glacier Park and the Rockies	Rocky Mountains
Yellowstone and Grand Tetons	Mountains
Mountains and Men	Austrian Alps
Songs of the Mountains	

SAMPLE UNIT

OUR STATE, COUNTY, AND CITY

A. Justification

Through his experience in the first four years of his school life, the child's world has expanded from his home, school, and community to include the entire world. As he is beginning to realize his dependence upon people in other communities, he needs to increase his knowledge and appreciation of the state, county, and city in which he lives.

B. Overview

This unit is planned to give the pupils a better understanding and appreciation of the historical background and development of Missouri, St. Louis County, and St. Louis. The topics given below are suggestive and may be modified or expanded as the teachers and pupils working together find necessary. Some may want to spend longer time than others on the study.

C. Objectives

1. To learn about and preserve with pride, the history of our state, county, and city.
2. To develop a greater love and loyalty for our state and its people.
3. To acquire a knowledge of the richness of our state and county in natural and developed resources.
4. To develop an appreciation of the changing conditions through years which have affected the modes of living of the people.
5. To develop an awareness and appreciation of the achievements of our ancestors.
6. To develop the habit of using maps and charts in interpreting and presenting factual material.
7. To strengthen the habit of self-reliance in using books and other sources of materials.
8. To develop a desire on the part of each child to help make this a better community and state in which to live.

D. Approach to the Unit

The following are a few suggestions which may be used in arousing the interest of the pupils in this unit:

1. Raise the question as to how the state or city got its name.
2. Who were the first people to come to Missouri?
3. Where did they come from?
4. How did the city of St. Louis first get its start?
5. Why is St. Louis not a part of St. Louis County?
6. Call attention to some of the early markers.
7. Let the pupils bring to class some interesting relics retained by their parents or other ancestors.
8. Let pupils tell and discuss trips they have taken in the state.

E. How the Land of Missouri Came to Be

1. Once a sea
2. Pre-historic life
3. The Glacial Period

F. Early Explorers

1. De Soto (Filmstrip: De Soto)
2. Marquette and Joliet (Filmstrip: Marquette)
3. La Salle (Filmstrip: Robert deLa Salle)
4. French Priests established the Mission of St. Francis.

G. Early Settlements

1. Ste. Genevieve--French, 1735
2. St. Louis--French, 1764
3. Others

H. Louisiana Purchase, Lewis and Clark Expedition

1. Filmstrip: Louisiana Purchase: Key
2. Film: Louisiana Purchase
3. Film: Lewis and Clark
4. Filmstrip: Lewis and Clark

I. Missouri Becomes a State

1. Missouri Compromise, 1821
2. Number of Counties
3. Size of State
4. Population then and now

J. How Missourians lived, worked and played, compared with today

1. Home and Home Life (Filmstrip: Pioneer Fire Room)
2. Food (Film: American Pioneer)
3. Clothing (Film: Heritage We Guard)
4. Neighbors
5. Churches and Religion
6. Education and Schools
7. Transportation:
   a. River Boats (Film: Flatboatman of the Frontier)
   b. Stage Coaches
   c. Railroads (Film: Life and Times, Iron Horse)

8. Factories and Industries (Filmstrip: Missouri's Manufacturing)
9. Tools and Machines (Filmstrip: Indian Tools)
10. Fur Trappers
    a. Kit Carson (Filmstrip: Kit Carson) (Filmstrip: Wild Bill Hickok)
    b. Jim Bridger
    c. Judediah Smith
    d. Others
11. Fur Companies
12. Communication
    a. Pony Express (Film: Pony Express)
    b. Oregon Trail (Filmstrip: Oregon Trail)
    c. Santa Fe Trail (Film: Santa Fe and the Trail)

K. Natural Resources

1. Animals
    a. Mammals (Filmstrip: Missouri: Introduction)
    b. Birds
    c. Reptiles
    d. Amphibians
    e. Fish
    f. Insects
2. Plants
3. Forests (Filmstrip: Missouri's Forests)
4. Soil
5. Minerals
    a. Coal (Film: Missouri: Underground Resources)
    b. Lead (Film: Story of Lead)
    c. Zinc
    d. Tripoli
    e. Barite
    f. Gas and Oil
    g. Cobalt
    h. Marble and Granite
    i. Clay and Limestone
    j. Copper and Silver
    k. Tungsten
    l. Aluminum
    m. Iron
    n. Glass sand
6. Rivers, Lakes, Springs, and Caverns
    a. Film: The River
    b. Film: People Along the Mississippi

L. Climate

1. Temperature
2. Rainfall
3. Seasons

M. State Symbols

1. Seal
2. Flag
3. Bird (Film: The Bluebird)
4. Flower
5. Tree
6. Song

N. Legends and Folklore
1. Filmstrip: Mike Fink)

O. Famous Missourians

1. Danial Boone (Film: Daniel Boone)
2. James B. Eads
3. George Washington Carver (Film: Story of Dr. Carver)
4. George Caleb Bringham (Tape: Missouri's Fighting Artist)
5. Samuel Clemens (Filmstrip: Mark Twain) Film: Adventures of Tom Sawyer)
6. Moses Austin
7. Eugene Field
8. General John J. Pershing
9. Others

P. Special Techniques

1. Oral and written reports presented to the class on special subjects.
2. Game: Rivers, Cities, and Products of Missouri. One child who is "IT" points to another and calls out "River, City or Product". The one pointed out must name a river before "IT" counts to ten. If he fails, he must take the place of "IT". The name of the river cannot be used again in the game. The winners are those who do not have to be "IT".
3. Develop a time line of persons important in the development of Missouri. Time lines can be developed in a notebook rather than on the wall. A fold-out arrangement can be made by gluing pages together with strips of tape so that the time line is incorporated as part of a report. For display purposes the notebook can be opened, set on end, and the time line extended for viewing.
4. Obtain a map of Missouri from the Missouri Department of Highways, Jefferson City, Missouri. Working as a group, locate and discuss: mountains, plains, plateaus, cities, rivers, major mountain peaks, and national parks and monuments.
5. Make a big chart called "Then and Now". Draw and color or paste pictures under each title to show changes in clothing, food, transportation, communication, shelter, and education.
6. Make a poster which includes: state bird, state flower, state tree, state flag, state seal, and state song. Use pictures or illustrations if possible.
7. Collect current items about Missouri.

Q. Suggested Coordinated Activities

1. Music:
   a. Missouri Waltz
   b. River Songs
   c. Ozark Folk Songs
   d. Square Dances
2. Art:
   a. Prepare an illustrated booklet portraying the history and development of the state of Missouri.
   b. Design a mural or frieze for a wall decoration in the classroom which tells the story of the history of St. Louis.
   c. Learn to recognize, and draw the Hawthorne, Dogwood, and Bluebird.
   d. Draw a map of Missouri, locating the most important rivers and cities.
   e. Make a pictorial or salt map of Missouri.
   f. Make pottery from clay.
   g. Become acquainted with Missouri artists and some of their works.
   h. Construct a diorama depicting a scene of one or more aspects of Missouri history.
3. Creative Writing:
   a. Write a diary of some special person such as: Daniel Boone, Kit Carson, or Lewis and Clark.
   b. Write letters to obtain reliable information on natural resources. (Missouri Conservation Commission, and Missouri State Division of Resources and Development.)
   c. Write letters of thanks to management.
   d. Make a list of words newly learned or peculiar to the unit and learn to spell the most commonly used.
   e. Write poems about the beauty of the state, or why one likes to live here.
   f. Write articles for the school paper.
   g. Write stories of Missouri's contribution to the nation and the world.
4. Dramatization:
   The Story of the founding of St. Louis. (This would be especially good after reading the the book: BOY FOR A MAN'S JOB.)

R. Suggestions for Culminating Activities

1. Give a series of committee reports in which you present to your own group and to possible visitors a summary of the interesting facts you have learned about your own state.
2. Prepare the information you have secured in the form of a pageant to be given as an assembly program.
3. Arrange for an exhibit to represent the state, past, and present. Have the pupils plan the collection and classification of the items to be exhibited. Invite the parents and friends to the school to see the display. If there is more than one fourth grade in the school this might be a combined affair.

S. Evaluation

1. Compare achievement with list of desired attainments set up for the unit.
2. Give informal teacher-made unit test.
3. Do the pupils show an increased interest in the history of the state?
4. Do they realize the value of Missouri's natural resources?
5. Do they show an increased interest and ability to seek more information about their state?
6. Are they beginning to recognize the historical significance of names of cities, rivers, counties, and streets?

T. Selected References for Pupils

1. WORLD BOOK
2. GEOGRAPHY OF MISSOURI, by Saveland; State Publishing Company, 1954
3. THE STORY OF MISSOURI, by Shoemaker; Missouri Book Company, 1926
4. ST. LOUIS, CHILD OF THE RIVER, PARENT OF THE WEST, by Lange and Ames; Webster Publishing Company, 1939
5. MISSOURI, by Bailey; Albert Whitman and Company, 1951
6. BOY FOR A MAN'S JOB, by Nina Baker; Winston Publishing Company (The Story of the Founding of St. Louis)
7. THE STORY OF MISSOURI, by Ryle and Gardner; American Book Company, 1938
8. MISSOURI HALL OF FAME, by Shoemaker; Missouri Book Company, 1926
9. HERO STORIES FROM MISSOURI HISTORY, by Lloyd and Georgia Collins; Burton Publishing Company
10. WHERE RIVERS MEET, Benefic Press
11. OUR HOME STATE, State Publishing Company
12. Regional Booklets from Missouri Division of Resources and Development
13. Magazines from Missouri Historical Society
14. MISSOURI CONSERVATIONIST, Missouri Department of Conservation
15. Landmark Books:
    a. DANIEL BOONE
    b. EXPLORATION OF PERE MARQUETTE
    c. THE FIRST OVERLAND MAIL
    d. GEORGE WASHINGTON CARVER
    e. KIT CARSON AND THE WILD FRONTIER
    f. LEWIS AND CLARK EXPEDITION
    g. THE PONY EXPRESS
    h. THE SANTA FE TRAIL
    i. TO CALIFORNIA BY COVERED WAGON
16. SINGING WHEELS, Row, Peterson and Company (Excellent for supplementary reading, while studying pioneer life in this unit.)

U. Selected References for Teachers

1. HISTORY OF MISSOURI, by Violette, D. C. Heath and Company, 1918
2. WORLD BOOK
3. I'M FROM MISSOURI, by Painter and Dilliard; Hastings House, 1951
4. SCHOOLCRAFT IN THE OZARKS, by Hugh Park; Press-Argus Printers
5. MISSOURI HISTORICAL REVIEW MAGAZINES
6. THE MISSOURI BLUE BOOK
7. Missouri News Magazine

V. Suggested Audio Visual Materials

1. Films listed in the unit:
    a. Robert deLa Salle
    b. Louisiana Purchase
    c. Lewis and Clark
    d. American Pioneer
    e. Heritage We Guard
    f. Flatboatman of the Frontier
    g. Life and Times, Iron Horse
    h. Pony Express
    i. Santa Fe and The Trail
    j. Missouri: Underground Resource
    k. Story of Lead
    l. The River
    m. People Along the Mississippi
    n. The Bluebird
    o. Daniel Boone
    p. Story of Dr. Carver
    q. Missouri's Fighting Artist
    r. Adventures of Tom Sawyer
2. Filmstrips listed in the unit:
    a. De Soto
    b. Marquette
    c. Louisiana Purchase
    d. Lewis and Clark
    e. Pioneer Fire Room
    f. Missouri's Manufacturing
    g. Indian Tools
    h. Kit Carson
    i. Wild Bill Hickok
    j. Oregon Trail
    k. Missouri: Introduction
    l. Missouri's Forests
    m. Missouri's Agriculture
    n. Mike Fink
    o. Mark Twain
3. Films not listed in the unit:
    a. Years at the Spring in Missouri
    b. Spirit of St. Louis
    c. Adventures of Huckleberry Finn
    d. Spotlight on Missouri
    e. Governor's Mansion
4. Filmstrips not listed in the unit:
    a. Founders of New France

LEVEL FIVE

THE UNITED STATES TODAY AND YESTERDAY

OBJECTIVES

1. Recognize that the Westward expansion of America is related to the people involved.
2. Develop the understanding that the lives of our ancestors influence our lives and our lives will influence the lives of our decendants.
3. Develop the understanding that the physical environment affects people both in securing their needs and in their achievement.

OUTLINE

I. European Explorers
II. Europeans Settle in the New World
III. Early Years of Our Country
IV. Westward Movement
V. War Between the States and Reconstruction
VI. The United States Becomes a World Leader
VII. Four Major Areas of the United States

I. European Explorers

CONCEPTS	SUGGESTED ACTIVITIES
1. Into a land of primitive peoples came the explorers from Europe.	A. Give a shadow play. Narrate the story of each explorer while a group acts it out behind a screen.
2. The need to develop trade during the 1400's sparked the discovery and exploration of the New World.	B. Make up riddles about each explorer.
3. The following European countries were involved: Spain, Britain, France, Holland, and Portugal.	C. Make models of early ships: Columbus' three ships, a Spanish galleon, or an English privateer.
	D. Collect poems and pictures which tell about explorers of the New World.
	E. Construct a time line showing the steps toward the colonization of America from the first efforts of Leif Ericson to Sir Walter Raleigh.
	F. Indicate on a world map the routes the explorers traveled.
	G. Compare a globe and a flat map and use both a globe and a wall map of North America to locate places and estimate distances and directions.
	H. Bring a compass and show how it works.
	I.*Songs: "Venice"--159 "Village Festival"--189 "Music of Spain--158 "El Capotin"--102 "The Derby Ram"--18 "Weather"--19 "The Farmer's Daughter"--114
	*All songs are from the ABC series.

II. Europeans Settle in the New World

CONCEPTS	SUGGESTED ACTIVITIES
1. Settlers from Europe followed the explorers.	A. Give a play or puppet show about one colony.
2. In the southern colonies tobacco became the money crop and many workers were needed: indentured servants and slaves beginning in 1619.	B. Make a wall chart of the most important facts about each colony.
3. In New England religious freedom was the dominant theme and the main industries which began were manufacturing, shipbuilding, and fishing.	C. Find out more about clipper ships. Also try to find pictures of the "Flying Cloud" and the "Sea Witch".
4. In the middle colonies the Dutch and English settled in New Netherland.	D. Make a model of a pioneer village. Show homes, stockades, and fields.
5. The Swedes, Finns, and Dutch settled in Delaware and New Jersey.	E. Collect pictures of Williamsburg and make a picture story.
	F. Pretend to be a merchant just going to one of the new colonies. Make a list of the goods he would bring for sale.
	G. Pretend to be on a ship about to land in the New World. Write laws needed to work together successfully. Include laws about work, crime, religion, buildings, and land ownership. Read them to the class and try to justify each law.

CONCEPTS

6. Maryland was begun primarily because of religious reasons.

7. Pennsylvania was started by the Quakers.

8. Settlers from England were predominant in forming the 13 colonies along the coast, but the colonists began to think of themselves as Americans, to make their own laws.

SUGGESTED ACTIVITIES

H. Write a newspaper story describing the dramatic disappearance of the Roanoke Colony.
I. Pretend to be Indians and Pilgrims. As strangers meet in the forest. See if you can communicate using sign language.
J. Learn to dance the minuet.
K. Songs: "Plymouth Town"--172
"Down in Alabam'"--107

III. EARLY YEARS OF OUR COUNTRY

CONCEPTS

1. The French and Indian War gave the English more land in North America.

2. Laws to raise money from the colonists were passed in England.

3. As these laws became more demanding the colonists began to take action against England.

4. The Declaration of Independence was written.

5. The War for Independence was fought. There were many important battles and many great leaders emerged.

6. Victory gave us claim to land from the eastern coast to the Mississippi River; from Canada to the border of Florida.

7. The Articles of Confederation paved the way for greater national unity.

8. Many great statesmen made up the Constitutional Convention.

9. Every person in a self-governing society has a great amount of responsibility.

10. Our government has three branches: executive, legislative, and judicial.

SUGGESTED ACTIVITIES

A. Give a dramatic reading of the poem "Paul Revere's Ride".
B. Find pictures of homes of some of our leaders in history. Try to find out which ones are still in existence.
C. Out of papier-mache or flat construction paper make copies of flintlock rifles, powder pouches, and bows and arrows.
D. Draw various flags which were used before our flag was adopted.
E. Write a letter telling about participating in the Boston Tea Party.
F. Make an outline of the life of George Washington or one of the main happenings in our country during the last half of the 18th century.
G. Give an oral report about cabinet members today, their duties, and their qualifications.
H. Talk about officials we elect to Congress today. Make a chart of Missouri showing senators' and representatives' names, their districts, and their party affiliation.
I. On a flat map, find the latitude and longitude of the new land added as a result of the War of Independence.
J. Songs: "Brave Sailors"--110
"Oh, Oh, John"--129
"Yankee Doodle"--139

IV. WESTWARD MOVEMENT

CONCEPTS

1. People gradually began to move west.

2. Daniel Boone was one of the most famous explorers.

3. Explorers and hunters went first.

4. Wilderness Road and Cumberland Gap were used.

5. Growth of river transportation and the need to keep the port of New Orleans open led to the purchase of the Louisiana Territory.

6. The War of 1812 was fought primarily to protect our ocean trade.

7. The Oregon Trail was used by many pioneers. The Oregon Territory was divided in 1846 by the United States and Britain in a famous compromise.

SUGGESTED ACTIVITIES

A. Draw pictures of the pioneers showing how they moved westward: on foot, in covered wagons, and in boats.
B. Plan a radio program telling about the purchase of the Louisiana Territory as though it were happening today.
C. Prepare a mural to show growth of the means of communication.
D. Compare the ideas of Hamilton with those of Jefferson. Also report on Hamilton's duel.
E. Report on the various political parties which we have had throughout the years: Federalist, Whig, Liberty, Free-Soil, Know-Nothing, Prohibitionist, Greenback, etc.
F. Collect pictures of the warships of the War of 1812, especially of Old Ironsides.
G. Show on a map the principle routes to the West which were used by the pioneers.
H. Write newspaper stories reporting: The battle of the Alamo, the battle of Buena Vista, Scott taking Vera Cruz, and Houston defeating Santa Anna.

CONCEPTS	SUGGESTED ACTIVITIES
8. The prospect of rich trade led many over the Santa Fe Trail to the Southwest.	I. Try to churn butter from cream, but if churn is unavailable try shaking cream in a jar. J. Learn pioneer dances: Schottische, Quadrille, and Virginia Reel.
9. Texas first gained her independence from Mexico; later it became a state.	K. Write an interview with a Pony Express rider.
10. After the Mexican War, Mexico gave up her claims to the Southwest.	L. Write a newspaper account of the opening of the Erie Canal.
11. California's population grew rapidly after the discovery of gold in 1848. Statehood followed in 1850.	M. Review map symbols: state boundary line, branches of river, cities, routes, mountains, international boundary line, state capitals, and national capital.

V. WAR BETWEEN THE STATES AND RECONSTRUCTION

CONCEPTS	SUGGESTED ACTIVITIES
1. Because of its agricultural nature the South felt that it needed slaves more than the North.	A. Plan a debate with one person representing a Southern cotton plantation owner, another a Northern abolitionist, another a Lincoln supporter, and another loyal to Stephen A. Douglas.
2. The quarrel grew and soon after the election of Lincoln as President, the southern states began to secede.	B. Pretend to be Robert E. Lee. Write a letter of resignation to Lincoln explaining why Lee must help the Confederacy rather than the Union.
3. The Civil War was fought to save our union of states, although slavery was the precipitating cause.	C. Make dioramas of some of the more decisive battles of the war. D. Draw various uniforms of the war.
4. Lincoln, Grant, and Lee were prominent leaders.	E. Make models of and reports about the "Ironclads". F. Make a class booklet of Negro Americans who have won fame in different walks of life.
5. The North won the war, but with the loss of Lincoln we were left with poor leadership so problems with the South were not always handled wisely.	G. Songs: "Golden Harp"--6 "Battle Hymn of the Republic"--165 H. Discuss meaning of these terms: political map, relief map, legend, and map key.

VI. THE UNITED STATED AS A WORLD LEADER

CONCEPTS	SUGGESTED ACTIVITIES
1. Our country grew and became a world leader.	
2. Many states were added after the Civil War.	
3. Railroads increased the settlement of the West.	A. Dramatize a race between the locomotive and a horse. B. Make a map showing the route of the first transcontinental railroad. C. Songs: "Nebraska Boys"--90 "Cowboy Night Song"--94 "Que viva Panama"--101 "John Henry"--112 "I've Been Working on the Railroad"--123.
4. Industry grew and labor began to organize.	
5. Trade occurs all over the world (exports and imports).	
6. Cities began to grow huge because of this trade, industry, and transportation.	
7. As a result of the Spanish-American War, new territories were open to development by Americans.	
8. The opening of the Panama Canal in 1914 was important to our growth.	A. Collect pictures of photographs of uniforms, arms, and equipment used during both World Wars of the 20th century.
9. Because of pressures from submarine warfare, we entered World War I.	B. Make a chart with pictures of modern automatic products.

CONCEPTS	SUGGESTED ACTIVITIES
10. After the Second World War our position as a world leader grew.	C. Give reports on such agencies as the Food and Drug Administration, Federal Communications Commission, Civil Aeronautics Administration, and the Interstate Commerce Commission. D. Interpret an up-to-date population map with stress upon the meaning of density; correlate pertinent facts about industries, cities, landforms, and climate.
11. The United Nations developed after this war.	A. Collect pictures or actual small flags of countries in the United Nations.

VII. FOUR MAJOR AREAS OF THE UNITED STATES

CONCEPTS	SUGGESTED ACTIVITIES
1. The Northeast: a. As industry developed cities grew and the United States changed from a country of mostly farmers to a land of mostly city dwellers. b. The Northeast, because of location, transportation, climate, and closeness to food supply has become our primary industrial section.	A. Make a list of cities and rivers and try to find the origin of these names: Indians, explorers, etc. B. Make maps showing the natural resources of these regions.
2. The South: a. The South was formerly a region where cotton and tobacco were foremost. b. Change is taking place so that there is diversified farming and more manufacturing.	A. Make a classroom movie which tells the story of cotton. Use a narrow roll of shelf paper. B. Make a model-a delta. Use sand. Show how a river or stream deposits soil at its mouth. C. Report on the boll weevil.
3. The Midwest (including the Great Lakes and Great Plains regions): a. The high productivity of the United States is a result of greater efficiency by the labor force and greater utilization of resource material with which labor works. b. Man uses technology to develop both industries and farms so that production is greatly increased.	A. Use the local telephone directory to see what foods are processed in our own area. B. Collect pictures of farm machines. Make a class scrapbook of these. C. Make a small model farm using boxes, papers, miniature objects, and small toys. D. Pretend you are an early trader going from Independence to Santa Fe. Write a diary of your trip. E. Carefully study the physical features of the United States. Discuss how the topography of a country might influence the lives of the people. F. Make a chart giving the major methods of transportation; under each method list at least five industries that use this method to transport goods. In one sentence explain why the particular method is used. G. Make a list of commonly used geographic terms. Define them. Associate each with the study of our country today. H. Locate our national parks and give a brief history of each. If possible find pictures of them. I. Make a bulletin board of display "Neighbors in the New World". Use drawings or cutouts to illustrate the national backgrounds of the settlers in the region. Give reasons why the people settled where they did.
4. The West (including the Rocky Mountains area, Pacific Northwest, and Alaska, the Southwest and Hawaii): a. Farmers pushed the cattlemen westward. b. The varied climates of this area helped determine the use of the land. c. Our last earth frontiers are in Alaska.	

EVALUATION

1. To what extent have we solved our problems?
2. Are the children as individuals developing democratic ways of working and learning?
3. Have all levels of ability been stimulated to achieve?
4. Were the activities real and interesting to the children?
5. Did the children experience the joy of real achievement?
6. Do the children know many basic historic and geographic facts about their country?
7. Do the pupils know many reasons why our country is a good place in which to live?
8. Has the concept of interdependence been developed?

SUGGESTED REFERENCES FOR TEACHERS

Beard, Charles and Mary R. BEARDS' NEW BASIC HISTORY OF THE UNITED STATES. Doubleday
Commager, Henry. LIVING IDEAS IN AMERICA: AN ANTHOLOGY OF DOCUMENTS. Harper and Row
Hamer, Oliver. EXPLORING THE NEW WORLD. Follett
Langdon, William. EVERYDAY THINGS IN AMERICAN LIFE. Charles Scribner's Sons
Schlesinger, Arthur. RISE OF MODERN AMERICA. 1865-1951. Macmillan
Wish, Harvey. CONTEMPORARY AMERICA. Harper and Row

SUGGESTED REFERENCES FOR PUPILS

Appel, Benjamin. HITLER: FROM POWER TO RUIN. Grosset
Bare, M. A. JOHN DEERE, BLACKSMITH BOY. Bobbs
Berry, Erick. WHEN WAGON TRAINS ROLLED TO SANTA FE. Garrard
Buehr, Walter. THE FRENCH EXPLORERS IN AMERICA. Putnam
Clayton, Edward. MARTIN LUTHER KING, THE PEACEFUL WARRIOR. Prentice-Hall
Colver, Anne. ABRAHAM LINCOLN: FOR THE PEOPLE. Garrard
THOMAS JEFFERSON: AUTHOR OF INDEPENDENCE. Garrard
Coombs, C. I. ALASKA BUSH PILOT. Harper
DeLeeuw, Adele. JOHN HENRY: STEEL DRIVIN' MAN. Garrard
SIR WALTER RALEIGH. Garrard
Dolson, Hildegarde. WILLIAM PENN, QUAKER HERO. Random
Eibling, H. H. GREAT NAMES IN AMERICAN HISTORY. Laidlaw
Epstein, Sam and Beryl. FIRST BOOK OF MAPS AND GLOBES. Watts
Estep, Irene. GOOD TIMES WITH MAPS. Children's Press
Evans, Eva K. WHY WE LIVE WHERE WE LIVE. Little
Gardner, J. L. SKY PIONEERS. Harcourt
Gilbert, Miriam. HENRY FORD, MAKER OF THE MODEL T. Houghton
Graves, Charles P. JOHN SMITH. Garrard
PAUL REVERE, RIDER FOR LIBERTY. Garrard
Guy, A. W. JOHN MOSBY: REBEL RAIDER OF THE CIVIL WAR. Abelard
Hammond, C. S. ATLAS FOR YOUNG AMERICA. Hammond
Hammond, C. S. FIRST BOOK ATLAS. Watts
Heibroner, Joan. MEET GEORGE WASHINGTON. Random
Hughes, Langston. FAMOUS AMERICAN NEGROES. Dodd
Jones, W. P. PATRICK HENRY: VOICE OF LIBERTY
Jordon, P. C. & L. P. Frisbee. BRIGHAM YOUNG, COVERED WAGON BOY. Bobbs
Kaufman, M. D. THOMAS ALVA EDISON: MIRACLE MAKER. Garrard
Lampman, E. J. WHEELS WEST: THE STORY OF TABITHA BROWN. Doubleday
Latham, J. L. ELI WHITNEY: GREAT INVENTOR. Garrard
Lawson, T. W. & Considine. THIRTY SECONDS OVER TOKYO. Landmark
Leaf, Munro. GEOGRAPHY CAN BE FUN. Lippincott
McCallum, John D. EVEREST DIARY. Follett
Meadowcroft, E. L. STORY OF ANDREW JACKSON. Grosset
TOM JACKSON: YOUNG STONEWALL. Bobbs
Miers, Earl S. THE STORY OF THE AMERICAN NEGRO. Grosset
Monsell, H. A. DOLLY MADISON: QUAKER GIRL. Bobbs
Montgomery, Elizabeth. HERNANDO DESOTO. GARRARD
Nolan, J. C. STORY OF ULYSSES S. GRANT. GRosset
Pringle, Patrick. THE YOUNG EDISON. Roy
Quinn, Vernon. PICTURE MAP GEOGRAPHY OF THE UNITED STATES. Lippincott
Ritchie, C. T. THE FIRST CANADIAN, THE STORY OF CHAMPLAIN. St. Martin's Press
Ross, G. E. KNOW YOUR PRESIDENTS AND THEIR WIVES. Rand McNally
Schvar, Gene. ROY CAMPANELLA, MAN OF COURAGE. Putnam
Steinberg, A. HARRY S. TRUMAN. Putnam
Stevenson, Augusta. ANDY JACKSON, BOY SOLDIER. Bobbs
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Wagoner, J. B. ABAGAIL ADAMS, GIRL OF COLONIAL DAYS. Bobbs
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VISUAL AIDS

FILMS

Unit One:
Land Maps and Symbols
Story of Christopher Columbus

Unit Two:
American Pioneer
Colonial Children
Early Settlers of New England
Eighteenth Century Williamsburg
John Smith
Pilgrims
Planter of Colonial Virginia
Plymouth Adventure
Puritan Family, Early New England

Unit Three:
The American Revolution
American Revolution: Postwar
Boyhood of George Washington
The Congress
George Washington
Presidency
Supreme Court
The Language of Maps

Unit Four:
California and Gold
Children of the Wagon Train
Daniel Boone
Flatboatmen of the Frontier
Great Plains, Land of Risk
Kentucky Pioneers
Lewis and Clark
Louisiana Purchase: Key
Pioneers of the Plains
Santa Fe and the Trail
War of 1812

Unit Five:
Cotton
Cotton: Fiber to Fabric
Eli Whitney
Sunset at Appomattox
True Story of the Civil War

Unit Six:
Alaska
Eskimo Hunters
Frontier Farmers of Alaska
Hawaii
Hawaiian Native Life
Hawaii: The 50th State
Panama Canal

FILMSTRIPS

Unit One:
Hudson
America Is Discovered
Before the White Man
Columbus
Coronado
Cortez
Courageous Columbus
De Soto
Elements of a Map

Unit Two:
Captain John Smith
Colonial New England
Colony of Massachusetts
Establishing the Jamestown Colony
Jamestown and the Indians
Jamestown Develops Trade
Living in Early Jamestown
Living in Early Plymouth
Middle Atlantic States
Living in 18th Century New England
Middle Colonies
New England-History
Occupations and Amusements
Other Southern Colonies
Peter Stuyvesant
Pilgrims and Puritan Life
William Penn

Unit Three:
American Revolution
Causes of the Revolution
Declaration of Independence

Unit Four:
Middle West History
Oregon Territory
Oregon Trail
Our War of 1812
Pacific Coast States: History
Westward Ho

Unit Five:
Causes of the Civil War
Differences Between the North and South
Other Problems of Slavery
Problems of Slavery
The War Between the States

Unit Six:
Alaska and Its Resources
Alaskan Commerce and Industry
Alaskans and Ways of Life
Alaskan Towns, Southeastern
Chief Cities, Puerto Rico
Children of Hawaii
Culture of the Islands
Puerto Rico
Western United States-History

Unit Seven:
Arizona's Natural Resources
California and Its Resources
Canyon Country
Cattle and the Corn Belt
Changing Cotton Land
Citrus, the Golden Fruit
Copper Mining
The Corn Farmer
Development of Transportation
Far Western States
Geography of the United States
Glacier Park and the Rockies
Grand Canyon
Great Lakes: Commerce
Great Lakes: How Formed
Industrial Lake Port
Lumber States
New York City
Oil
Prairie
St. Lawrence Seaway
Southeastern States
Visit to Grand Canyon
Wheat Farmer
Yellowstone and the Grand Tetons

Unit Seven:
California
Flat Maps of a Round Globe
Flat Maps of a Round World
Florida
Great American Desert
How We Get Our Oil
Let Freedom Ring
New England-Its Geography
Pacific Coast States-Geography
Rocky Mountains
Story of Steel
Texas
Transportation-Work Ships Do
Western United States-Its Geography

A BASIC STATEMENT OF THE ROLE OF THE NEGRO IN AMERICA

The role of the Negro in America is a special area which previously has received little attention in curriculum outlines. Each teacher should be aware of the following generalities:

1. THE NEGRO'S ROOTS ARE VERY DEEP IN AMERICAN CULTURE

In 1502 Negroes were brought to the Spanish colonies in a Western Hemisphere. In 1619 they were brought to the English colony of Jamestown a year previous to the Mayflower landing at Plymouth. More than 99 percent of the Negroes have been born in America--this is a larger percentage than that of any other group. Hence, the Negro is thoroughly Americanized, not looking back with longing to some land across the ocean.

2. SLAVERY IN AMERICAN AND WORLD HISTORY

Slavery has developed in just about every civilization for which we have historic records, that is, it can be studied for a period of five to six thousand years. But, there is a difference between slavery and Negro slavery which teachers should understand. The slavery of ancient Greece and Rome, and that of the late Middle Ages was different from the Negro slavery as we know it.

Modern Negro slavery was the greatest in scope and Africans themselves had a large part to play in the slave trade. The need for "justification" of Negro slavery led to many race and color theories, notably that of Negro inferiority. Slavery in America became a matter of race because that status was applied to only nonwhites.

In discussing the development of slavery and discrimination in America, teachers should not sensationalize the more brutal aspects of racial conflict. It is important, however, to show that the slave was always open to physical and mental abuse and that lynchings and anti-Negro riots were a part of American life.

At the same time a teacher presents the story of the Negro's oppression, he should also tell how the Negro resisted that oppression. No people has ever willingly accepted slavery or second-class citizenship; resistance to tyranny was born with tyranny.

3. FREEDOM AND SELF-HELP

The image of freedom in America has been strengthened by the Negro himself. In 1790 there were 59,557 nonslave Negroes in the United States, many of whom has purchased their freedom, and by 1860 the total nonslave Negro population reached half a million. These free Negroes developed churches and established and supported schools. Negroes such as Frederick Douglass were outstanding in the abolitionist movement and in the crusade for women's rights. After the Civil War other leaders came to the forefront, of whom the best known was Booker T. Washington. Since his death in 1915, many other Negroes in cooperation with whites, have taken leading roles in the struggle for equality of opportunity--in education, jobs, housing, and the full responsibilities of American Citizenship.

4. RELUCTANCE TO ACCEPT NEGRO HISTORY

The introduction of Negro History will often generate a resistance born of years of life in White America. A degrading picture of the Negro's past exists and students will not easily abandon his view of Africa as a land of jungles and savages.

5. ROLE OF NEGRO LEADERS

The role of Negro leaders should not be overemphasized by those teachers who tend to stress biographical history. If students learn only about outstanding Negroes they will be mystified by the problems of today's black ghettos.

6. RACISM AND MINORITIES

We must emphasize both the negative role racism has played in our history and the contributions made by America's many minorities.

Best Reference:
Katz, William L. TEACHER'S GUIDE TO AMERICAN NEGRO HISTORY. Chicago: 1968. 192 pp.

SAMPLE UNIT

THE NEGRO IN AMERICAN LIFE

These basic understandings may be presented as a separate unit or interwoven throughout the year with the rest of the units where the concepts would fit chronologically.

A. Overview

At the foundation of American freedom is our belief in the importance of the individual as a human being. Growing out of this belief is respect for human dignity and worth of all citizens. We have not always achieved this goal, but are still trying to accord equal treatment to all groups. It seems that in the social studies area we can best build deep loyalty to this ideal.

B. Basic Understandings

1. The Slave Period:
   a. First Negroes at Jamestown in 1619 were actually indentured servants.
   b. Majority of Negroes brought to America had been enslaved and sold to whites by other Africans (inter-tribal wars were actually large-scale kidnapping expeditions and were the main source of slaves; living conditions in Africa were very primitive).
   c. Many slaves died on the voyages to America; conditions varied greatly depending on the individual owner when in America.
   d. Many leaders hoped slavery would die out because a democratic system could not exist side by side with human bondage.
   e. More than 5000 Negroes fought with the Americans in the Revolution (Crispus Attucks--one of the first martyrs in the cause of American Independence).
   f. Many Negroes made great personal accomplishments before the Civil War:
      Poets--Phyllis Wheatley, George M. Horton
      Benjamin Banneker--published almanacs and assisted in laying out the city of Washington, D.C.
      John B. Russwurm--graduated from Bowdoin College in 1826 and founded the first Negro newspaper.
   g. Slaveholding in the United States was always confined to a small segment of the population--in 1860 only 384,000 southerners out of 8,000,000 held the 3,900,000 Negroes who were in slavery.
   h. Slavery increased rapidly with the increased demand for cotton created by the Industrial Revolution.
2. Economic Life:
   a. Agriculture--most of the slaves were field hands and domestic servants:
      1) System of bondage on the plantation was essentially harsh, humiliating, and degrading: housing, clothing, food at a bare minimum, education not allowed.
      2) From 1940-1960 Negroes in agriculture in the South began to leave and move to the cities primarily in the North.
   b. Domestic and Personal Service--by 1960 Negroes were entering other fields such as clerical, sales, etc.
   c. Industrial Workers--now protected by Fair Employment Laws which really began at a federal level.
   d. Professional and Business Men--number doubled between 1950-1960.
   e. Entertainers and Athletes--Many Negroes have been successful and famous in these two areas.
   f. Housing--There have been great problems for the urban Negroes in spite of the federal government's attempts to forbid discrimination. Segregation in housing is still the rule rather than the exception.

3. Political History:
   a. Civil War to 1900--The 13th, 14th, and 15th amendments were not too effective in the South which adopted "Black Codes" to keep the Negroes from voting. There was some progress in the North.
   b. 20th Century--The gradual migration of the Negroes to the Northern cities gave them more voting power and they gradually began to hold more public offices.
   c. Civil Rights--There have been violent and non-violent movements plus federal legislation.

C. Suggested References for Teacher

1. Katz, W. L. TEACHERS GUIDE TO AMERICAN NEGRO HISTORY. Quadrangle Books, Inc., 1968
2. Wade, R. C. THE NEGRO IN AMERICAN LIFE. Houghton Mifflin, 1965

D. Suggested References for Pupils

1. Dobler and Brown. GREAT RULERS OF THE AFRICAN PAST. Doubleday, 1965
2. Dunbar, P. L. LITTLE BROWN BABY. Dodd, Mead
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4. Johnston, Johanna. A SPECIAL BRAVERY. Dodd, Mead
5. Petry, Ann. HARRIET TUBMAN. Crowell, 1955
6. Sterling, Dorothy. FOREVER FREE. Doubleday, 1963

The first book listed under References (teacher) has a myriad of books listed as well as filmstrips and films.

LEVEL SIX

SELECTED COUNTRIES

OBJECTIVES

1. Recognize that man has various ways of meeting similar needs.
2. Develop the understanding that man has adapted to a variety of natural habitats.
3. Develop the understanding that man finds new ways to control his relationship with his environment.
4. Develop the understanding that there is a variety of patterns and development and interdependence within and among nations.

OUTLINE

The teacher should feel free to study the countries of his choice in as much detail as possible while keeping in mind the general objectives.

I. Man Has Various Ways of Meeting Similar Needs.
II. Man Has Adapted to a Variety of Natural Habitats.
III. Man Has Adapted to a Variety of Natural Resources.
IV. Man Finds New Ways to Control His Relationship to His Environment.
V. There Are a Variety of Patterns and Development and Interdependence Within and Among Nations.

I. MAN HAS VARIOUS WAYS OF MEETING SIMILAR NEEDS

CONCEPTS	SUGGESTED ACTIVITIES
1. Early man's needs were similar to our needs today.	A. Make individual lists of things which the people in your community consider necessary for comfortable living and another list of those things a barbarian might have considered necessary. B. Make a scrapbook of pictures which show differences between ways of living in early times and today. C. Find the definition of culture. Then write a paragraph explaining what we mean when we speak of the culture of a people.
2. Three of the World's great religions (Judaism, Christianity, and Islam) have a number of similar principles and beliefs, including the belief in one God.	A. Clarify the meaning of religion and establish the fact that religion is an important aspect of many ways of life. B. Compare the religions of Greece, Rome, and Egypt with that of the Jews. Stress the new idea of one God. C. Discuss the idea that a person's religion is an individual matter; we should respect one another's religious beliefs. D. Make a poster to show some of the Jewish religious symbols, including the Star of David and Tablet of Laws. E. Talk about the fact that Christianity spread westward. F. Find the meaning of such words as Caliph, Moslem, and Koran.
3. In Australia there is an aboriginal group commonly referred to as the Blackfellows. Many of them live as their ancestors did thousands of years ago.	A. Research the Australian aborigines using the index of periodicals, card catalog, and encyclopedia. Include in the study the customs, religion, diet, clothing, way of obtaining food and the general way of life.

II. MAN HAS ADAPTED TO A VARIETY OF NATURAL HABITATS

CONCEPTS	SUGGESTED ACTIVITIES
1. Early civilization spread eastward and westward instead of north and south.	A. Trace the possible movements of people east and west. Stress the fact that geography can have important effects on human history.
2. Topography and climate influence the way people live.	B. Discuss the influence of surface features, climate, and resources of Arabia on ways of living.
3. In order to understand unfamiliar customs one must understand the problems faced by the people who practice them.	C. Find out about Arabian horses. D. Investigate the use of camels.

CONCEPTS	SUGGESTED ACTIVITIES
4. The things man needs for living are widely scattered over the earth's surface.	E. Study the Medieval Period in Europe. Make models depicting life under fuedalism and on the Crusade and the changing life through the development of trade. The castles or other buildings can be made of cardboard covered with a mixture of salt, flour, and water; mirrors for lakes, sand for roads, and pipe cleaners or toy figures for people.
5. Man constantly seeks to satisfy his basic needs and wants; in doing so, he may adapt, shape, exploit, and utilize the earth's resources to his own ends.	
6. The transition from an agricultural to an industrial economy brought about changes in the physical environment as industrialization demanded increasingly large amounts of raw materials and a larger labor force. This transition has been accompanied by the growth of urban centers which has changed the landscape in many areas.	F. Discuss the life of the people, the role of the knight, and customs prevalent at the time. G. Discuss the necessity of importing and exporting along with proximity to the sea causing shipbuilding to become an important industry in such a country.
7. There is a relationship between deposits of iron ore, coal, clay, etc. and the location of industrial centers.	
8. Shipbuilding is an important British industry.	
9. The agriculture of a country depends on its location.	A. Discuss Portugal's "tree crops". B. Discuss the influence of climate and landform on farming in Spain. C. Make a pictorial diagram that shows the methods of growing and processing cork.
10. The U.S.S.R. is a huge country with a variety of climates, natural resources, and types of land.	A. Use a wall map of the world and compare the size of the Soviet Union with other countries of the world. Include: United States, Brazil, Australia, India.
11. The people of the Soviet Union belong to many races and speak a great variety of languages.	B. Make a map of the Soviet Union showing its natural belts with symbols to show the conditions in each.
12. The Russian people have had a long history of harsh leadership.	C. Discuss the fact that the U.S.S.R. exports and imports only the essential items needed to improve her economy. Use a map to clarify Russia's problem of lack of access to world trade routes.
13. The Communist government was established by revolution.	
14. The ways of living and working in the Soviet Union are subject to strict governmental control so that the people have little freedom.	
15. China is a vast country with a wide variety of physical features, climatic conditions, natural resources, and ways of living.	A. Talk about the growth of industry. Consider reasons why the Communists are interested in industrializing China. Compare China with other nations that are unable to produce enough food, such as Britain, Belgium, and Italy. Discuss the fact that they compensate for this by encouraging large-scale manufacturing. Talk about the problems China must overcome if she is to become industrialized. Discuss the transportation situation and what is being done to improve it.
16. China has the largest population of any country in the world. One of her major problems is feeding her people.	B. Collect information about the river known as "China's Sorrow" and compare it with the Mississippi River. Find out what is being done to control floods and droughts along these rivers.
17. Much of China is not suitable for farming; the areas that are, are very crowded.	C. Prepare an exhibit or chart to show the many uses of soybeans.
18. The Communist form of government has greatly influenced the life of the people.	D. Make a chart comparing regions in China. E. Discuss the teachings of Confucius. Compare his ideas with those of Buddha, Mohammed, and Christ.

III. MAN HAS ADAPTED TO A VARIETY OF NATURAL RESOURCES

CONCEPTS	SUGGESTED ACTIVITIES
19. Population maps can be meaningful and helpful.	A. Locate the areas and cities taken over by European powers. Evaluate the right of Europeans to receive special privileges. Note that the British are still in control of the port of Hong Kong and that the Portuguese hold Macao. B. Look at a population map and explain what is meant by density of population and that it is determined by finding the average number of people per square mile. Demonstrate a square mile. Demonstrate a square on the board. Discuss which countries in Asia have the densest population. Check answers with a world almanac.
20. Australia is the smallest continent.	A. Discuss the reasons for the wide variety of climatic conditions in Australia. B. Consider Australia's population, and its relatively isolated location in discussing why all the major cities are seaports. C. Find out how a boomerang is made, and how it is used.
21. Australia contains vast desert areas. 22. Rich natural resources give Australia a bright future. 23. In area, Brazil is the largest country in Latin America and the sixth largest country in the world. 24. Brazil's fine harbor helps to explain why Rio is the main gateway to Brazil. 25. Sao Paulo is the center of the coffee export business. 26. The coffee lands at the edge of the tropics, have a climate and soil well suited to growing large crops of coffee.	A. Refer to an encyclopedia, almanac, or other reference book to get information about Brazil's imports and exports. B. Look for the following types of information: a. Commodities imported b. Commodities exported c. Value of such commodities d. Quantities or weight e. Imports from specific countries f. Exports to specific countries C. Measure the coastline of Brazil with a string or a tape on a globe. Measure in the same way the combined coastlines of the United States (including the Pacific, Atlantic, and Gulf Coasts).

IV. MAN FINDS NEW WAYS TO CONTROL HIS RELATIONSHIP TO HIS ENVIRONMENT

CONCEPTS	SUGGESTED ACTIVITIES
1. Early man had food and shelter problems similar to ours today.	A. Discuss each step in relation to the food and shelter problems early man faced. 1. How did early man know he had food problems? 2. What possible answers did he have for solving the problem? 3. How did he gather facts? 4. What conclusions did he probably reach? 5. How did he probably test his conclusions? 6. Discuss clothing problems in the same manner.
2. Greece's mountains and islands prevented political unification and turned her people to the sea, facilitating cultural exchange through migration and trade.	
3. All cultures provide for ways of meeting needs of human groups. These ways differ, often to a great degree, in how this is done and in the feelings, attitudes, values, and kinds of behavior expected in similar situations.	

CONCEPTS	SUGGESTED ACTIVITIES
4. Great Britain's mountains, coal, and iron made possible its development as an industrial nation.	
5. Legends and scales of miles on maps are meaningful and important.	A. Use wall map and discuss: 1. What is the difference between a continent and a country? 2. Can we compare the sizes of countries or the length of rivers on any two maps? 3. Using the ruler, measure the number of inches between two points on the map. Multiply that number of inches by the number of miles to the inch as shown on the scale.
6. France, one of the oldest democratic nations, is both an agricultural and industrial country. 7. Latitude can be used to estimate distance.	A. Look at a map of France. Name and locate the natural boundaries. B. Review France's history. Investigate how she became a democratic nation early. C. Look at the globe and note how many degrees there are between the parallels on the globe.
8. The arts have been highly developed in Italy for hundreds of years. Italy still is a leader in music, painting, sculpture, architecture and literature.	A. Read about the artisans of Italy.
9. Once a powerful military and industrial nation, Germany is now divided. Western Germany has rebuilt its industries and agriculture. Eastern Germany is controlled by the Soviet Union.	A. Map study: Notice the division of Germany into western and eastern sections and identify the boundary lines. B. Notice the concentration of cities in the eastern section of Germany. C. Review the history of Central Europe; emphasize the relationship between the absence of natural boundaries and the frequent changes of political boundaries.
10. Switzerland is a small, mountainous, landlocked country. 11. One fifth of the world's population lives on the subcontinent of India. These people belong to a variety of races and religions and speak many different languages and dialects.	A. Discuss the dairy industry and the way it is managed. List the uses made of milk products. B. Locate the industrial centers, list products and identify the raw materials that must be imported. C. Discuss Swiss craftsmanship. D. Collect material for a report on winter sports in Switzerland.
12. Geographical conditions in India include the highest mountains in the world, tropical jungles, dry and rolling plateaus, and an irrigated plain.	
13. India is developing its natural resources and improving on old customs. Its greatest problems include providing food, jobs, and education.	A. Form a committee to make a study of the British colonial system in India. Include: the way the British gained control of India, the governmental system, military control, and reasons why Britain granted independence to India. B. Members of the class who wish to do further research for a report on the beliefs and practices of Hinduism and Buddhism will find helpful information in Florence Fitch's book, THEIR SEARCH FOR GOD. WAYS OF WORSHIP IN THE ORIENT. C. Discuss the influence of the monsoons on ways of living in India. D. Draw interesting scenes of India as a background for the diorama box. Use clay, pipe cleaners, or cut out paper drawn or molded to represent the different types of transportation found in India. Place these appropriately within the box.
14. Low and high latitudes have nothing to do with low and high altitudes, slope of the land, or the way rivers flow.	A. Show on a globe that you do not travel down when you go from high to low latitudes.

CONCEPTS	SUGGESTED ACTIVITIES
15. Japan is a mountainous, densely populated island nation.	A. Discuss the ways the Japanese have adapted their lives to the danger of volcanic eruptions and earthquakes. Why does this represent a problem in huge cities such as Tokyo?
16. Among Japan's greatest resources are her forests and the sea.	B. Clarify the reasons why the Japanese use even the smallest patches of land for farming. Locate the coastal plains areas, and stress the fact that much of the land is unfit for farming. List Japan's agricultural products.
17. The Japanese have long been ruled by feudal lords. Only recently has a democratic form of government been established.	C. Discuss the need to use rich fertilizer.
18. Japan is one of the leading industrial nations of the world. Her major industries include textiles, shipbuilding, and machinery.	D. Decide why fishing is important and how the sea is used as a natural resource.
19. Many Japanese live in large modern cities like our own.	E. Find a number of examples of Japanese art. Talk about the ways the artists have interpreted their subjects and used color and design. Compare Japanese art with that of the Western world.
20. The lines running east and west are called parallels of latitude and distances between succeeding parallels are equal.	F. Make and number small paper boats and airplanes with a red dot on each: 1. Using a pin, place these on a large wall map which shows lines of longitude and latitude and have the red dot on the exact locations you wish identified. 2. Go to the map and write the number of a boat or plane and the location by latitude and longitude.
21. Anywhere on the earth, a degree of latitude is about 70 miles long.	
22. Latitude is measured north and south of the equator. Places north of the equator are in the north latitude, those south are in the south latitude.	
23. The lines running north and south on the maps are called meridians of longitude. An understanding of these lines will enable you to locate places quickly.	

THERE ARE A VARIETY OF PATTERNS AND DEVELOPMENT AND INTERDEPENDENCE WITHIN AND AMONG NATIONS

CONCEPTS	SUGGESTED ACTIVITIES
1. People of the ancient world made contributions to civilization which we enjoy today.	A. Make an appropriate map with drawings to show major contributions of each civilization.
2. The Greeks adopted and improved ideas of other countries.	B. Make a list of persons representative of various periods such as: An Athenian school boy, caliph, priest, Nero, Alexander, etc. Write a report in the form of an autobiography.
3. The Western world received many of its basic ideas about justice, law, and government from Rome.	C. Discuss the fact that the Greeks used the alphabet of the Phoenicians and improved on it. Discuss the origin and development of our own alphabet.
4. The Crusades stimulated a desire for the products of the East.	D. Compare the Roman way of becoming a citizen with the way we achieve American citizenship. Discuss some of the benefits and responsibilities in becoming a citizen of the United States or ancient Rome.
5. Interdependence is a constant factor in human relationships. Exchange of ideas and knowledge has resulted in the enrichment of men's lives.	E. Develop the meaning of "equality before the law". Decide why plebeians wanted legal equality.
6. The increase in regional specialization in today's world points to a world that is becoming more and more interdependent.	F. Find out what spices your mother uses and what countries the spices come from.
7. When people specialize they become dependent on others for the things they do not produce and for a market in which to sell the goods or services they do produce.	G. List the conditions that led to the unusual development of creativity in the arts during the Renaissance. Include sponsorship by people of means and money available to purchase the art produced.

CONCEPTS	SUGGESTED ACTIVITIES
8. Trade is essential to the British. In order to buy the food and raw materials needed they must sell their manufactured products.	H. Review the great artists of the period. I. Dramatize the significance of Gutenberg's invention by talking about what life would be like if we had no newspapers, magazines, storybooks, advertising circulars, etc.
9. The textile industry in Britain is profitable even though most of the raw materials must be imported.	J. Choose one manufactured item and try to name the industries that contribute to it. K. Visit the stores and shops in the community to find articles that have been imported from Great Britain, and to learn the cost of these items. On a wall map of the world trace the routes by which these articles may have come.
10. Rivers are important to trade.	L. Draw a map showing the major rivers.
11. The Soviet Union influences its neighboring nations.	M. On a map: 1. Identify the Soviet Union and name the countries influenced by its leaders; include Poland, East Germany, Czechoslovakia, Hungry, Romania, Bulgaria, Albania, and Mongolia. 2. Identify China and name the countries influenced by its leaders including North Korea and North Vietnam.
12. Important problems facing Japan today include feeding her growing population, finding sources of raw materials for her industries, and establishing foreign markets for her manufactured products.	N. Discuss the interest of young Japan in changes taking place in their country. Include the need for ships to transport goods and the effort being made to produce ships. Point out the diversification of machine production as evidence of long term planning.

EVALUATION

1. Is the pupil able to relate the various ways man has of meeting similar needs?
2. Has the pupil developed an understanding of the ways man has adapted to a variety of natural habitats?
3. Is the pupil able to relate how man finds new ways to control his relationships with his environment?
4. Has the pupil developed the understanding that there are a variety of patterns, developments, and interdependence within and among nations?

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Life in Ancient Greece
Life in Mountains (Switzerland)
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Portugal-A Portrait
People of the Soviet Union
Quest for Freedom (Churchill)
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Rome-City Eternal
Spain
West Germany

FILMSTRIPS

Ancient Egypt
Australia (City Life)
Central Europe
China and Her Neighbors
England
Feudalism
Farm Village in Japan
Germany Today
India and Ceylon
Judaism Today
Living in Japan
Living in S. E. Asia
Living in the British Isles
Living in the Soviet Union Today
Mediterranean Europe
Modern Australia and the Pacific Islands
Medieval Towns and Cities

SAMPLE UNIT

EGYPT--LAND OF ANCIENT WONDERS

A. Overview

Egypt is a land of ancient wonders. It is here along the banks of the Nile River that a great civilization began. We call Egypt the "Cradle of Civilization".

The people built great pyramids. Irrigation brought about agriculture on a great desert.

The Sphinx, the temples and our calendar remind us of the country where the rulers were Pharaohs.

Today Egypt is a country that still depends on the conservation of water so that her farmers can raise tobacco, sugar cane, vegetables, grain, and cotton.

B. Objectives

1. Teachers--to present the geography and history of Egypt through social culture of its development.
2. Pupils--to learn and appreciate the Land of Wonders and what it has contributed to our present day living.

C. Creative Activities

1. Interpreting customs and cultures of people-Pantomine-Monologue-Dialogue
2. Appreciation of literature and art
3. Handicraft-costuming, booklets, etc.
4. Puppets-ceramics
5. Library reading
6. Food-cooking, preparing food

D. Study Guide

1. Why did Egypt become "the Cradle of Civilization"?
2. Why were the pyramids built?
3. How did irrigation affect the lives of the people?
4. What caused the Egyptians to develop a system of surveying?
5. What was the part played by hieroglyphics in developing our form of written communication?
6. List the things which tell something of the progress made by the Egyptians over the Stone Age people.
7. List the products raised on the farm.
8. What is a Moslem? How is his religion similar to that of a Christian?
9. Be able to tell the things that the Egyptians gave us:
   a. Vocabulary:

Architecture	Karnak	Scribe
Astromony	Moslem	Sculpture
Bronze	Mosque	Shadoof
Cataract	Mummy	Sphinx
Climate	Oasis	Surveying
Civilization	Obelisk	Thebes
Delta	Papyrus	Tomb
Euphrates	Pharaoh	Tributaries
Hieroglyphics	Pyramid	Wasteland
Irrigation	Reservoir	Weather

   b. Government:
      1) Father governing the family.
      2) Related families living together forming a tribe.
      3) Manufacturing and trade bringing people together in towns.
      4) A group of tribes or towns joining to form a nation.
      5) A group of nations brought under the rule of one conqueror to form an empire.
   c. Things to remember about Ancient Egypt:
      1) Egypt became civilized long before Europe-Cradle of Civilization.
      2) Nile River made Egypt fertile and prosperous.
      3) Early Egyptians had learned the use of copper and bronze. They had advanced from the stone age to the bronze age.
      4) The first paper was made from the papyrus plant.
      5) Early Egyptians built the pyramid, which ranks among the wonders of the world.
      6) Articles found in tombs tell us how they lived.
      7) Made portraits in stone, painted pictures, made pottery, jewelry and furniture.
      8) Picture writing and alphabet were developed.
      9) They invented a calendar from which our calendar was developed.
      10) The Kings called Pharoahs made Egypt a great empire.

d. Evaluation:
What Egypt gave us:
1) The discovery that a year has 365 days; the first calendar, 12 months.
2) Beautiful statuesand buildings which have served as models for later nations.
3) Discoveries about the heavens, about medicine, mathematics including arithmetic, algebra, and geometry.

E. Visual Aids

1. Pictures
2. Figurines
3. Maps
4. Charts
5. Graphs
6. Films--Ancient Egypt (10 min.) Audio Visual Education Department
Ancient World Inheritance (10 min.) Audio Visual Education Department
7. Filmstrips--People are People--Part I, Part II, Part III, Part IV, Part V.
Egypt: People Audio Visual Education Department

F. Excursions

1. Art Museum
2. Church, public buildings in city--study architecture.

G. Exhibits

1. Art Museum
2. Arrange articles and pictures brought by children from home.

H. Coordinate Activities

1. Music
2. Records--"Grand March from Aida" by Verdi
3. Study of Architecture
4. Creative Writing
a. Stories
b. Poems
c. Plays
d. Newspapers--(clay tablets)

I. Culminating Activities

1. Class exhibit of pictures--made and collected
2. Objects--made and collected
3. Charts and diagrams
4. The beginning of a time line
5. Plays--dramatization-talks-for an assembly program
6. Making maps to help tell the early geography and history of the region.

J. Evaluating the Unit

1. Has the unit provided learning and appreciation for each child at his own learning level?
2. Have the children learned facts that are pertinent to the subject?
3. Have their study skills improved?
4. Is there evidence of more democratic living in the group?

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EVALUATION TECHNIQUES

Evaluation is all of the procedures used by the teacher, children, principal, and other school personnel to assess outcomes of instruction. Evaluation involves securing evidence of the achievment of formulated goals. Uses of evaluation should improve instruction and may lead to a reformulation of goals.

A variety of techniques and devices of evaluation are listed below.

1. Observations by the Teacher:
   Observations of the children give a developmental picture of growth that cannot be measured any other way. Many specific ideas, concepts, attitudes and skills may be observed as well as the actual behavior of the children in various situations.

2. Group Discussions:
   Informal group discussions can provide the feedback for planning experiences to improve attitudes, clarify concepts, or to meet individual needs. It is helpful in establishing an attitude of looking forward to progress and growth.

3. Charts and Checklists:
   Charts and checklists are especially helpful in individual and group self-evaluation. They are planned cooperatively by the children and teachers on each level.

4. Diary and Note Books:
   An individual diary or note book of children's activities may be kept.

5. Personal Conferences:
   Personal conferences may be helpful in talking over immediate problems, determining difficulties and clarifying group standards and procedures.

6. Questionnaires and Inventories:
   Questionnaires and inventories will help teachers determine children's interests, hobbies, attitudes, home background, and may other things.

7. Anecdotal Records:
   An anecdotal record is a description of some incident or situation in the lives of children. (See sample "Behavior Journal")

8. Work samples are usually written materials and may include a report, a story, a classroom test, an explanation, a booklet, or a research project.

9. Case Studies or Permanent Records:
   Case studies are pertinent information on such items as home, background, and previous school experience, health records, and data from tests that have been collected to help evaluate this child.

10. Socio-Metric Techniques:
    Socio-Metric techniques are used to evaluate growth in social relations and/or to observe changes in the social structure of the group.

11. Tests:
    There are many kinds of tests: teacher-made, teacher-pupil, and standardized tests. Tests should be selected or constructed in accordance with the needs of the children and the purpose of the program.

12. Have a daily evaluation with the children at the end of each period. Let the children do as much of the evaluating as possible. They should decide how well they worked, whether each person did his part, what should be done better, etc.

13. Have the children write down all the things they have learned in a unit. Make a bulletin board of all the sentences that are different. Let the children illustrate the sentence. This way you can find out what was overlooked.

14. Make a chart of things which the children think the class or individuals have done well during the study. Add to the list during the rest of the year to see if the children are more conscious of good manners, accepting responsibility, taking part in discussion.

15. Write stories and poems about life in a particular community or region.

SAMPLE EVALUATION CHARTS

DISCUSSION

1. Take turns.
2. Help Make Plans
3. Listen to Others

GROUP SHARING

1. We share picture stories and other items related to our unit.
2. We had objects so that all can see them.
3. We speak clearly so all can hear.
4. We watch and listen courteously.
5. We take turns and use only our share of the time.

Behavorial Journal

Name:_____ Room No._____ Grade_____

Date	Incidents	Comments
9-21	Did not share his pictures.	Needs help in carrying out standards.
10-2	Helped make rules for using materials; shared only a few tools.	Group chart may help. Beginning to understand reason for sharing. Need to work with one or two children.
10-19	Discussed need for sharing with others.	Growth is evident; place in a group of three or four.
11-2	Worked on a special report.	Growth is continuous.

SELF EVALUATION SHEET

Date_____ Name_____

1. Outstanding
2. Above average
3. Satisfactory
4. Needs improvement

	1 week	2 week	3 week	4 week
1. I brought something from outside school.				
2. I contributed to class discussions.				
3. I planned my work carefully.				
4. I did my job in my committee.				
5. I contributed ideas, suggestions and facts in my committee.				
6. I cleaned up quickly and cheerfully.				
7. I made use of several resources.				
8. I listened courteously when others were talking.				
9. I applied the suggestions of others.				
10. I followed directions carefully.				

DISCUSSION CHART

Behavior to be checked:

1. Understands the problem.
2. Listens while others speak.
3. Is an interested and willing listener.
4. Considers ideas contrary to his own.
5. Sticks to the topic.
6. Does not respect ideas given by others.
7. Speaks clearly and distinctly.
8. Uses appropriate language.
9. Is interested in comments of others.

Names of Children		

LEVEL SEVEN

SOCIAL STUDIES SEVEN (Two Semesters)

PROBLEMS AND DECISIONS IN THE UNITED STATES TODAY: A STUDY OF PROBLEMS IN OUR SOCIETY

The Seventh Grade course has been designed with a view to acquainting pupils with some of the values and attitudes desirable in a democratic society. The units are designed to teach pupils a number of important concepts and generalizations which will have transfer value and should help them analyze data in the future. The course attempts to develop a number of skills, many of which are related to methods of inquiry.

OBJECTIVES

1. To be able to use the methods of inquiry and critical thinking for problem solving by:
   a. Recognizing a problem from data
   b. Formulating hypotheses
   c. Gathering and sorting data
   d. Analyzing, evaluating, and interpreting data, and hypotheses in light of data.
2. To be able to demonstrate an understanding and ability to rationally discuss the problems confronting the adolescent individual today, such as drugs, alcohol, peer group relationships, and school.
3. To be able to demonstrate an appreciation of groups and an awareness of the feelings and beliefs of the people of other races, ethnic groups, and creeds by:
   a. Identifying the inherent problems of minority groups
   b. Identifying the cultural contributions of minority groups
   c. Demonstrating an understanding of the evolution of the legal protection now afforded minority groups
   d. Relating possible solutions to the problems of minority groups.
4. To be able to demonstrate a basic knowledge of the geographical background and historical developments of urban areas.
5. To be able to identify the major problems facing our local, state, and national governments, to investigate questions pertaining to these problems, and to rationally discuss these issues.
6. To be able to demonstrate a knowledge of the student's civic and social responsibilities in the federal, state, and local governments by:
   a. Demonstrating a basic knowledge of the structure of our political systems.
   b. Knowing the specific duties and responsibilities, both civic and social, required of a citizen in our society.
   c. Demonstrating the procedures by which the responsible citizen fulfills a meaningful role in our society.
   d. Illustrating the process by which responsible citizens effect change in a democratic society.

I. METHOD OF INQUIRY AND CRITICAL THINKING

This unit is not exactly a unit that would be completed in one time period but used throughout the course in the development of the other units.

SKILLS	SUGGESTED ACTIVITIES
1. Learn to attack problems in a rational manner.	A. Develop hypotheses and figure out ways of testing them. B. Set up a simple experiment. C. Define terms in order to avoid confusion.
2. Learn to locate information.	A. Learn to use effective interview techniques. B. Learn to use READER'S GUIDE TO PERIODICAL LITERATURE. C. Learn to use library card file.
3. Learn to gather information.	A. Review reading materials for a specific purpose such as to answer a question. B. Try to increase understanding of Social Studies vocabulary. C. Review effective use of the dictionary. D. Review use of reference sources such as world almanac. E. Practice good listening habits. F. Learn to identify main ideas and supporting details. G. Learn to take brief notes on written material. H. Learn to take brief notes on oral activities. I. Learn to interpret tables, charts, and graphs.

SKILLS	SUGGESTED ACTIVITIES
4. Recognize the influence of mass media.	A. Learn the ways of evaluating the validity or credibility of mass media. B. Discuss censorship: Pros and cons. C. Study the use of propaganda. D. Study the use of advertising.

II. THE ADOLESCENT IN SOCIETY

CONCEPTS	SUGGESTED ACTIVITIES
A. Understanding of Self	
1. The basis for personality differences lies in two major facts: no two people have exactly the same heridity, and no two people grow up in the same environment.	A. Study effects of biological and cultural influences on the formation of the individual. B. Study likenesses and differences of individuals. C. Make a survey of personal abilities and disabilities: 1. Try to get an estimate of mental ability with help of a counselor. 2. Assess physical abilities and disabilities to see how they may help or limit you in your undertakings. 3. Study effects of personal health on development of self. Under this topic we might study: (Effects of exercise) (Effects of tobacco-physical and mental) (Effects of alcohol-physical and mental) (Effects of drugs-physical, mental, and legal)
2. People are all different in the ways they react to circumstances and in the way they think about things; since everyone is like only himself, everyone differs from other people.	
3. Physical abilities and disabilities may help or limit a person in their undertakings.	
4. Maintaining good health is an individual, national, and social responsibility.	
5. The use of tobacco, alcohol, and drugs are harmful and dangerous to a person's health, both mentally and physically.	
B. Understanding Others	
1. Getting along with others in a skill.	A. Study peer group relationships. B. Investigate individualism versus conformity. C. Study relationships with those in authority and how these relationships may be improved. D. Study relationships with adults and how they may be improved.
2. Getting along with others is an important part of a person's development.	
3. A person's future and the future of their nation depends upon their being the best person they are capable of being; therefore it is important that all learn to have good relationships with others.	
C. Understanding School	
1. The overall aim of education is to develop an informed and responsible society in order to maintain and improve the quality of our nation.	A. Investigate reasons for compulsory education. B. Make a study of how to make the most of your abilities and how to study and use your time effectively.
2. Students need to attend school; so they may become an informed individual who can lead a full life and become whatever they want to be.	C. Have a discussion concerning grades and tests: 1. How to approach different types of tests. 2. What tests mean. 3. What grades mean. 4. Have a panel discussion on "The Student's relationship with teachers and other school personnel". 5. Have school finance personnel speak to class on how schools are financed.
3. Students can make the most of their abilities by studying and using their time effectively.	
4. Tests are important for they are ways of measuring how much a person knows and how much they have improved.	
5. It is important for students to get along well with their teachers for that affects how they get along in school generally, how happy they are, and how much they learn.	
6. Public schools are financed by public support through taxation.	

III. GROUP RELATIONSHIPS

CONCEPTS	SUGGESTED ACTIVITIES
A. PREJUDICE	
1. Prejudice and discrimination may affect intergroup relations.	A. Define prejudice. Investigate these aspects of it. 1. Discrimination 2. Frustration 3. Aggression 4. Stereotyping of individuals 5. Culture conflict 6. Power conflict 7. Group self-hatred and its results
2. No one is born with build-in attitudes toward certain groups or individuals.	
3. Ignorance and fear are at the basis of much prejudice.	
B. IMMIGRANTS-AMERICA IS A NATION OF MINORITIES	
1. Minorities may be found in any number of societies.	A. Make a list of reasons why people immigrated to America? B. Have a panel discussion on "Is it necessary that all people in the United States have the same rights and opportunities?" C. Using materials in the school or public library write a report on a famous immigrant who has contributed something to the United States. D. Have students read all or part of John F. Kennedy's book, A NATION OF IMMIGRANTS.
2. America gave immigrants the chance to make a better living than they could make in their native countries.	
3. Immigrants have given America many contributions.	
C. RACIAL OR ETHNIC GROUPS	
1. The people of our nation have different religious, cultural, and racial backgrounds, and many Americans still identify with the cultures of their national background.	A. Investigate the difficulties of the following large minority groups with present day difficulties: 1. Negro Americans 2. Puerto Ricans 3. Mexican Americans 4. American Indians 5. The Poor of Appalachia
2. Racial groups have problems in being accepted into the mainstream of American life.	

IV. THE EMERGENCE OF CITIES

CONCEPTS	SUGGESTED ACTIVITIES
A. THE BEGINNING OF CITIES	
1. Early man was forced to live as a nomad.	A. Make a model of one of the ancient cities. Include in the model temples, dwellings, palaces, and the market place. B. Visit a museum in your city and look at displays dealing with ancient heritage. Then write a report on the ways the people in these civilizations lived, as shown in the museum. C. By the use of a dictionary, find several English words that have Greek origins. D. Draw a map of ancient Athens showing the main points of interest. E. Write a report, using books from the school or public library, on Roman life. F. Draw a map of ancient Rome showing the main points of interest. G. Draw a map of Constantinople showing the main points of interest. H. Write a letter telling how life was in medieval London or Paris.
2. Cities played a great role in the civilizations which developed in the four great river valleys.	
3. Cities may well be the most important invention in man's long history.	
4. The Greeks created a civilization of city-states, and gave many gifts to the nations of men who came after them.	
5. Rome was the most successful city-state in the history of western civilization.	
6. Constantinople was the greatest trading city in the history of early western civilization.	
7. Some cities in medieval Europe like London were trade centers; whereas cities like Paris were educational centers.	

CONCEPTS	SUGGESTED ACTIVITIES
B. TECHNOLOGY AND THE GROWTH OF CITIES	
1. Agricultural improvements affected the development of cities.	A. Draw a chart showing the most important inventions in agriculture and industry during the 19th and 20th centuries.
2. Power-producing machines have affected industrial and urban development.	B. Read a biography of some famous inventor or scientist who aided urban life. Then give an oral report on the person and on his work.
3. The growth of cities has given rise to urban problems such as health and sanitation.	
V. MAJOR URBAN PROBLEMS	
A. COMPETITION FOR LAND	
1. Land and space are scarce because there is only so much land and there is a great deal of competition for it.	A. Imagine that you are a city councilman and that you had to vote whether to have a football stadium, an art museum, or public parking garage. In a short composition tell why you made the choice.
2. A city's most urgent need should determine how the land is used.	B. Discuss the advantages and disadvantages of relying on public transportation.
3. Since land and space are scarce, cities must use them to the best advantage.	C. Have a debate--"A city will not be successful unless recreational needs are met."
4. Cities must look into the future and anticipate future needs when planning how best to use the land.	
B. CRIME	
1. Crime is not easy to define; however there are many kinds of it.	A. Have a panel discussion on "Why does most crime occur in the cities?"
2. The majority of the crime committed in the United States is in the cities, and it is committed by young males.	B. Have a member of the Juvenile Court come to your school and speak about "Crime and Juveniles".
3. Crime is threatening our way of life.	C. Write a composition on which crime you think is the worst and why.
4. To reduce crime social conditions have to be improved in cities and ghettos.	D. Check with your local police department and see what crimes are committed the most in your community. Then make a graph showing the results.
5. The prevention of crime is a public responsibility.	
C. POLLUTION--AIR	
1. Many dangerous pollutants are in the air, and some of these are not manmade; however, most pollutants are caused by man.	A. Make a chart listing the major causes of air pollution, and give ways in which these causes might be prevented.
2. Air pollution not only affects man but plant life and animals.	B. Conduct a discussion on whether industries that pollute the air should be closed or not.
3. Local, state, and federal officials are making some advances in cleaning the air.	C. Write a report on air pollution in metropolitan St. Louis.
	D. List some ways that the local, state, and federal authorities are preventing air pollution. Then write a report telling why you feel that one of these three authorities should have the main responsibility in the prevention of air pollution.
D. POLLUTION--WATER	
1. There is a scarcity of fresh water because of an increase in water pollution.	A. Write a composition on water pollution in the Mississippi or Missouri River.
2. Water pollution is caused by our growing and complex society.	B. Investigate ways in which metropolitan St. Louis is trying to prevent water pollution.
3. The best possible source of clean water in the future will be the desalinization of salt water through the use of nuclear power.	C. Discuss how our complex society is causing water pollution.

CONCEPTS	SUGGESTED ACTIVITIES
4. Water pollution must be stopped and new sources of fresh water must be developed.	D. Take a field trip to the St. Louis County Water Company and see how water is prepared for human consumption or invite a member from the water company to come and talk about the problems of water pollution in our community.
E. TRANSPORTATION	
1. An effective transportation system is vital for the welfare and progress of our cities and nation.	A. What is the role of the government (city-county-state and federal) in improvement of highway travel?
2. Transportation between cities is needed for both passengers and freight.	B. What are current problems in air transportation?
3. The problems of transportation in our cities are severe.	C. What is the role of railroads in current day transportation?
4. Much money has been used to improve the movement of traffic in and around the cities; yet people are still delayed on their journeys to and from cities and within cities.	D. Make a study of the ways that St. Louis County is trying to solve the transportation problems.
5. Most city planners and traffic engineers believe that if mass transportation systems are improved, many urban traffic problems will be solved.	E. Have an official from St. Louis Lambert Field come to your class and speak about air transportation problems.
	F. If you were a traffic engineer, what new ways would you use to improve transportation in your city? (Panel discussion or report)
F. URBAN HOUSING AND PLANNING	
1. The construction and maintenance of sufficient urban housing is one of the major problems facing our nation's cities.	A. Are slums only in cities.
2. There is not only the problem of constructing new housing, but of stopping older neighborhoods from becoming slums.	B. What are some affects of Urban Renewal projects and why should they be carefully planned?
3. Minority groups and recent immigrants are sometimes forced to live in slums.	C. What are some reasons slums develop?
4. It is important that improvements in urban housing be made now rather than in the future.	D. How can building codes be useful in helping to prevent slums?
5. Many American cities are trying to remove their slums by urban renewal and by enforcing city building codes and zoning laws.	E. Why is city planning important?
	F. Why is regional planning important?
	G. Would it be an advantage to be able to plan a completely new city?
	H. Is the Department of Housing and Urban Development an important agency in the improvements of cities?

VI. THE STUDENT'S ROLE IN FEDERAL, STATE, AND LOCAL GOVERNMENT

CONCEPTS	SUGGESTED ACTIVITIES
A. FEDERAL GOVERNMENT	
1. The United States has a federal system of government in which power is divided between the federal and state governments.	A. Debate: Do you think all states should have the same laws for voting?
2. Our federal government is divided into three branches: the executive, legislative and judicial.	B. Make a chart showing the functions of the three branches of government.
3. Each branch of the government has specific delegated functions.	C. Study the ways that the federal government aids the urban areas.
4. The executive, legislative and judicial branches of the federal government play important roles in aiding our urban areas.	D. Conduct a discussion on whom should have the most power, the federal or state government.

CONCEPTS

B. MISSOURI CONSTITUTION

1. The American people are governed under constitutions.

2. The people of Missouri have the Constitution of the United States and their own Missouri Constitution.

3. The Constitution of Missouri is the highest law in our state; yet there can be nothing in it which goes against the United States Constitution.

4. The Missouri Constitution as it is now written was adopted in 1945; however, much that is in it was also in our old constitution.

5. The Missouri Constitution is set up so that three branches of government (executive, legislative, and judicial) govern the people.

6. The three branches of government should always work together for the good of all the people.

7. The constitutional form of government provides the means to accomodate change.

SUGGESTED ACTIVITIES

QUESTIONS TO INVESTIGATE:

A. Why does a society need laws?

B. Why does the state need a constitution?

C. Why students need to know about it?

D. By the use of a chart show how a bill becomes a law.

E. On an outline map of Missouri show the thirty four Senatorial Districts of Missouri.

F. On a chart show what offices make up the executive branch.

G. Write a report on why we need a judicial branch in government.

H. Study the Articles of the Missouri Constitution.

C. SOCIAL RESPONSIBILITIES TO SCHOOL, COMMUNITY, AND HOME

CONCEPTS

1. Each student has a social responsibility to his school, community, and home.

2. Students have a responsibility to avoid taking or damaging school or community property.

3. If a student vandalizes or destroys school or community property, he will be held responsibile, and his age will not protect him from liability.

4. A student can begin his social responsibilities in the home.

5. Once a student is aware of social responsibilities, he has an obligation to practice these responsibilities in school, community, and home.

6. Students should have a feeling of pride in their home, school, ane community.

SUGGESTED ACTIVITIES

A. Write an essay on what you feel are your social responsibilities to society.

B. Invite a detention worker to class to tell what happens to those who do not follow their responsibilities.

C. Have your principal or assistant principal to come to class and discuss why students have a social responsibility to their school.

D. Check with your local school board and local city officials to see the amount of money spent a year on vandalism.

E. Study the effects of vandalism upon your community.

F. Conduct a discussion on the student's responsibility to the home.

G. Have resource person speak to students about pride in their community.

H. Have students participate in school or community beautification programs.

EVALUATION

1. Is the student able to think critically and use the methods of inquiry?
2. Is the student able to understand and rationally discuss the problems adolescent today?
3. Does the student demonstrate a knowledge and understanding of his civic and social responsibilities?
4. Is the student able to demonstrate a basic knowledge of the background of the development of urban areas?
5. Is the student able to identify and rationally discuss the problems facing our local, state, and national governments?

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UNIT II

S.R.A. (various authors) JUNIOR GUIDANCE SERIES. S.R.A.
_____. TURNER-LIVINGSTON READING SERIES. Follett
_____. TURNER-LIVINGSTON COMMUNICATIONS SERIES

UNIT III

Cutler, Burack, Morrill and Thiffault. ed. ANTHROPOLOGY IN TODAY'S WORLD. A.E.P
Hughes, Langston. FAMOUS NEGRO HEROES OF AMERICA. Dodd, Mead

UNIT IV

Hollister, C. W. MEDIEVAL EUROPE. Wiley
Lissner, Ivan. THE LIVING PAST. G. P. Putnam's Sons
Pirenne, Henri. MEDIEVAL CITIES. Doubleday

UNIT V

Blake, Peter, BRASILIA. Doubleday
Harris, J. L. OUR POLLUTED WORLD. A.E.P.
Hyde, Margaret. THIS CROWDED PLANET. McGraw-Hill
Kennedy, John F. A NATION OF IMMIGRANTS. Harper Row
Kirkup, J. TOKYO. A. S. Barne

UNIT VI

Hanna, John Paul. TEENAGERS AND THE LAW. Ginn
Kottmeyer, William. OUR CONSTITUTION AND WHAT IT MEANS. McGraw-Hill
Metropolitan Youth Commission. RULES OF THE GAME
Pearson, Graig and Cutter, Charles. LIBERTY UNDER LAW. A.E.P.
Quigley, Charles N. YOUR RIGHTS AND RESPONSIBILITIES AS AN AMERICAN CITIZEN. Ginn
Scholastic Magazine. WHAT YOU SHOULD KNOW ABOUT DEMOCRACY AND WHY. Four Winds Press

TEACHER REFERENCES

UNIT I

Maynard, John and Peck, David. MAP SKILLS FOR TADAY'S GEOGRAPHY. A.E.P.
Pearson, Graig and Sparks, David. TAKING A STAND. A.E.P.

UNIT II

Arnspiger, Brill and Rueker. VALUES TO LIVE BY. Steck-Vaughn. T.E.
Jeffe, Saul. NARCOTICS, AN AMERICAN PLAN. Paul S. Erickson, Inc.
Remmers, H. H. and Radler, D. H. THE AMERICAN TEENAGER. Bobbs-Merrill Company

UNIT III

Baruch. GLASS HOUSE OF PREJUDICE. _____.
Sechright, E. and Woalsey, J. IT'S TIME FOR BROTHERHOOD. McRae Smith Company

UNIT IV

Hollister, C. W. MEDIEVAL EUROPE. Wiley
Lissner, Ivan. THE LIVING POST. G. P. Putnam's Sons
Manford, Louis. CITY IN HISTORY. Harcourt, Brace, and World
Pirenne, Henri. MEDIEVAL CITIES, Doubleday
Smith, Wilson. ed. CITIES OF OUR PAST AND PRESENT. Wiley

UNIT V

Blake, Peter. BRASILIA. Doubleday
Carr, Donald E. BREATH OF LIFE. Norton and Company
Conant, James. SLUMS AND SUBURBS. McGraw-Hill
Ellis, D. NEW YORK. Prentice Hall
Handlin, Oscar. THE NEWCOMERS. Doubleday
Higbee, Edward C. SQUEEZE: CITIES WITHOUT SPACE. Morrow
Hyde, Margaret. THIS CROWDED PLANET. McGraw-Hill
Jacobs, Jane. DEATH AND LIFE OF GREAT AMERICAN CITIES. Random House
Jones, H. CRIME IN A CHANGING SOCIETY. Penquin
Kennedy, John F. A NATION OF IMMIGRANTS. Harper Row
Kneese, Allen. WATER POLLUTION. John Hopkins
Meyerson, Martin. HOUSING, PEOPLE, AND CITIES. McGraw-Hill
Mills, Clarence. THIS AIR WE BREATHE. Christopher
Tully, A. BERLIN. MacFadden
Weaver, Robert C. THE URBAN COMPLEX. Doubleday

UNIT VI

Findlay, Bruce A. YOUR RIGHTS UNDER THE UNITED STATES CONSTITUTION. Prentice Hall
Kneier, Charles. CITY GOVERNMENT IN THE UNITED STATES. Harper Row
Quigley, Charles N. YOUR RIGHTS AND RESPONSIBILITIES AS AN AMERICAN CITIZEN. Ginn. T.E.
Sagarin, Mary. EQUAL JUSTICE UNDER LAW: OUR COURT SYSTEM AND HOW IT WORKS. Lothrop, Lee, and Shepard

VISUAL AIDS

UNIT I

Maps and Their Meaning (F)
Maps for A Changing World (F)
Reading Maps (F)
What is A Map (F)
Dewey Decimal System (S)
Locating Places on Maps (S)
Propaganda Techniques (F)
How To Study (F)
Language of Graphs (F)
Library Organization (F)
Library A Place for Discovery (F)

UNIT II

LSD Insight or Insanity (F)
Seduction of the Innocent (F)
Marijuana (F)
The Losers (F)
Shy Guy (F)
Beginning To Date (F)
Dating (S)
Improving Study Habits (F)
How to Take A Test (F)
What's the Good of A Test (F)
Using Your Time and Ability (S)
There's Nobody Just Like You (S)
At Home and In Public (S)
At School (S)

UNIT III

What About Prejudice (F)
Brotherhood of Man (F)
Trumpet For The Combo (F)
Immigration (F)
Out of Slavery (F)
Freedom Movement (F)
I Have A Dream (F)

UNIT IV

Ancient Egypt (F)
Ancient World Inheritance (F)
Byzantine Empire (F)
Rome City Eternal (F)
Coming of Civilization (S)
What Is A City (F)
Cities: How They Grow
Medieval Towns and Cities (S)

UNIT V

Living In A Metropolis (F)
The Living City (F)
Changing City (F)
City: Cars or People (F)
The Tenement (F)
Rise of New Towns (F)
Problems of Conservation: Air
Man's Problem (F)
Persistent Seed (F)
Here Is The City (S)
Problems of The City

UNIT VI

Rules and Laws (F)
Why Vandalism (F)
Vandalism (F)
Growing In Responsibility (S)
Our Basic Civil Rights (F)
Debt To The Past-Government and Law (F)
Missouri Constitution (S w/record)
Date With Liberty (F)
Democracy (F)
Your Bill of Rights (S)
How A Bill Becomes A Law (S)
Congress (F)
County Government (F)
Supreme Court (F)

SAMPLE UNIT
MISSOURI CONSTITUTION

A. Introduction

By 1818 Missouri had petitioned the United States Congress to obtain statehood. A bitter fight took place in Congress over Missouri's petition for statehood and the problem of slavery. The Enabling Act and the Missouri Compromise passed by Congress 1820, granted Missouri the right to become a slave state. The Enabling Act authorized Missouri to hold an election in May of 1829, to choose delegates to a constitution convention. The convention, with forty-one members present, met June 12 to July 19, 1820. This was more than a year before President Monroe proclaimed Missouri a member of the Union (August 10, 1821).

In this unit an attempt will be made to help students understand the purpose of the Missouri Constitution and their rights and responsibilities as a citizen of the State of Missouri.

B. Activities

I. DEMOCRATIC FEATURES OF THE CONSTITUTION

CONCEPTS	SUGGESTED ACTIVITIES
1. The Preamble is a short statement that precedes the constitution which sets forth the reasons for writing the constitution.	A. Discuss the purpose of the Preamble. B. Use film strip on Missouri Constitution with record.
2. The Missouri Constitution has a Bill of Rights which is a set of statements that guarantees certain rights and liberties to the people.	A. Prepare oral and written reports. B. Compare the Missouri Bill of Rights with the Federal Bill of Rights.

II. THE CONSTITUTION ESTABLISHED THE SYSTEM OF GOVERNMENT

1. The official title of the Missouri legislative branch is the General Assembly.	A. Use filmstrips and other projected materials.
2. The main purpose of the General Assembly is to pass laws.	A. Visit a legislative session.
3. The people of Missouri can pass laws without the approval of the General Assembly by using initiative.	A. Present cases showing the use of initiative and referendum. B. Use prepared transparencies of Missouri's Constitution as each portion of the constitution is explained.
4. The people can use referendum in order to reject a law passed by the General Assembly.	A. Study government publications on referendum. B. Dramatize and use role playing.
5. The supreme executive power is vested in our governor.	
6. The executive branch sees that laws are enforced.	A. Interview resource people.
7. The governor, lieutenant governor, attorney general, state auditor, secretary of state, and state treasurer are elected by the people during the general elections.	A. Utilize records, radio, books, television, newspapers, and tape recording.
8. The governor appoints other administrative officials.	A. Read and study from reference materials.

CONCEPTS	SUGGESTED ACTIVITIES
9. The judicial branch of the government settles cases and disputes that involve its people.	A. Use case study of current disputes.
10. The Supreme Court of Missouri is the highest authority in settling legal disputes provided they relate entirely to state matters.	A. Discuss courts of Missouri. Project film "Missouri Courts, Part One" and "Missouri Courts, Part Two"
III. LOCAL GOVERNMENT AND POLITICAL DIVISIONS	
1. The local government consists of political subdivisions and cities.	A. Use maps of Missouri to show the senatorial districts, congressional districts, and counties.
2. The constitution and laws of the state provide the powers and duties of the subdivisions.	A. Study the structure of local government. B. Make Charts.
3. A candidate for public office for the State must meet certain qualifications.	A. Use mock elections and role playing by candidates.
4. There are three regular elections held in the State of Missouri.	
IV. PUBLIC SCHOOLS	
1. The operation of the public schools and colleges of the state is largely carried on by the local school boards and the governing boards by the colleges and universities.	A. Discuss the financing of public education.
2. Free public school education is financed by taxation.	
3. Taxes may be laid and collected by the State and by all its subdivisions.	
V. CONSTITUTIONAL AMENDMENTS	
1. Amending the Constitution can be proposed by the majority of the General Assembly, by initiative, and by a constitutional convention.	A. Study the reasons for constitution changes.

C. Evaluation

1. Do students understand the purpose of studying the Missouri Constitution?
2. Do students show appreciation for laws and how they relate to their daily lives?
3. Have students learned their responsibilities to the local and state government?
4. Do the students understand the organization of the state and local government?
5. Do students understand their rights as a citizen?
6. Do the students understand the similarities between the Missouri Bill of Rights and the Bill of Rights in the Federal Constitution?
7. Are the students aware of the reasons for the changes in the Missouri Constitution?
8. Are students beginning to have responsible attitudes and opinions toward government?

D. Films

1. County Government JS 22 min.
2. Governors Mansion JS 30 min.
3. Living City JS 26 min.
4. Spot Light on Missouri JS 10 min.
5. St. Louis, Big City JS 25 min.
6. Missouri a Living Portrait JS 24 min.

E. Filmstrips

I. State and Local Taxes
2. Problems of the City

F. Books

1. Constitution, State of Missouri, 1945. Revised, 1964. Published by James C. Kirkpatrick, Secretary of State of Missouri
2. Missouri Constitution, Understanding the Missouri Constitution, by Karsch, Robert F., St. Louis, Missouri, State Publications Company, 1963
3. Missouri: Day by Day, Shoemaker, Floyd C., Volume 1, State Historical Society, Mid-State Printing, 1942
4. The Government of Missouri, Karsch, Robert F., 8th ed., Columbia, Missouri, Lucas Press, 1963
5. Vanguard of Empire, Larkin, Lewis Shepherd, St. Louis, State Publishing Company, 1961
6. The Heritage of Missouri, A History of St. Louis, Meyer, Duane, State Publishing Company, 1963
7. State Historical Society of Missouri, University of Missouri Press, 1959
8. A History of Missouri, Violette, Eugene Morrow, Cape Girardeau, Missouri, Ramfre Press, 1960

LEVEL EIGHT

UNITED STATES HISTORY AND GOVERNMENT (Two Semesters Required)

The Eighth Grade United States History course is a two semester presentation which is designed to be consistent with the objectives outlined in the Social Studies Guidelines.

The course provides for a conceptually structured, chronological presentation in order to provide sequence and a factual basis for future study in American History.

It is divided into the following units:

I. Exploration and Colonization of the New World
II. The Creation of a New Nation
III. Early Years of the Republic
IV. Western Influence and Manifest Destiny
V. The Great Crisis
VI. America Enters the Machine Age
VII. The United States Becomes a World Power
VIII. The United States Faces the World of Tomorrow

OBJECTIVES

1. To see that important changes and events have frequently been the result of complex and interacting causes.
2. To discover how our concept of democracy has expanded throughout our history and what forces have endangered the fullness of that democratic inheritance.
3. To understand and appreciate the various contributions which have come to make up the plural nature of our society.
4. To see the continuity and the change in human affairs; the development and decay in special institutions.
5. To become acquainted with the Constitutional structure of our government and understand the nature of its evolution under our democratic way of life.
6. To appreciate the significance of conflicting evidence of historical accounts and develop skills for evaluating and interpreting information.
7. To see how the fortunes of geography and the developments of technology have affected our way of life.

I. EXPLORATION AND COLONIZATION OF THE NEW WORLD

CONCEPTS	SUGGESTED ACTIVITIES
1. The Crusades and the Polos travel made Europeans desirous of new routes to the East.	A. Make models of sailing ships.
2. Using slave labor, Spain was able to build an empire in the Caribbean, Central America, and South America.	B. Draw maps showing routes of various French, English, and Spanish explorers.
3. New France grew slowly because the King made the rules and few men could own land.	C. Put on a skit depicting the first Thanksgiving or landing of the Pilgrims at Plymouth Rock.
4. Political, religious, and economic conditions caused thousands of Englishmen to make their homes in North America.	
5. We owe much of our rich heritage to the fact that people from many countries settled America.	

II. THE CREATION OF A NEW NATION

A. THE GROWTH OF COLONIAL DISCONTENT

1. Remoteness from England and differences of environment encouraged a spirit of self-reliance in the colonies.	A. Draw two maps of North America before and after the French and Indian War showing the growth of British territory.
2. England's policy of firm colonial rule was regarded as a threat to American economic and political freedom.	B. Have some colonial townsmen gather in an inn and discuss the enforcement of writs of assistance.
3. The colonists devised means to thwart and resist British regulations.	C. Run a whispering rumor through the class concerning the Boston Massacre and discuss the significance of its outcome as propaganda.
4. Efforts at reconciliation broke down and resulted in a use of force.	

CONCEPTS	SUGGESTED ACTIVITIES
5. The Declaration of Independence is an important expression of American ideals.	D. Write a letter as a member of a Committee of Correspondence explaining the situation in Boston after the Boston Tea Party.
6. Many individual and collective acts of heroism inspired the cause of freedom.	E. Discuss the strong and weak points of the colonists use of petition, boycott and violence as a means of resistance.
7. The colonists received aid from those who had personal and national interests in the American cause.	F. Compare Longfellow's account of Paul Revere's ride with a more factual account. Discuss the importance of legend in perpetuating historical concepts.
8. A combination of geographic, economic, political and military factors were involved in the outcome of the war.	G. Make maps of the regional campaigns in the war.
9. The peace treaty made recognition of American independence and established approximate boundaries for the nation.	H. Find out which sites of Revolutionary fame have been made into national parks or shrines.
B. FORGING A NEW GOVERNMENT	I. Find examples of how geographical features or the weather were significant in Revolutionary War battles.
1. Provincialism and distrust in centralized authority threatened the security of the Confederation.	J. Look into the history of Independence Hall or the Liberty Bell.
2. Many outstanding American personalities contributed to the writing of the Constitution.	K. Read and discuss a case study involving the denial of constitutional rights to an individual.
3. Our new constitutional government was based on a series of compromises.	L. Suggest how the Constitution might be amended to change the method of electing the President.
4. A series of checks and balances were designed to limit the powers of the executive, legislative, and judicial branches.	M. Collect newspaper articles revealing the influence of the federal government on our lives.
5. Opposition to the new form of government had to be overcome by wise argument and education.	
6. The constitution provides for a federal form of government.	
7. The powers of the federal government have been expanded according to the needs of a growing nation through the elastic clause and amending processes.	

III. EARLY YEARS OF THE REPUBLIC

CONCEPTS	SUGGESTED ACTIVITIES
A. INAUGURATING THE NEW GOVERNMENT	
1. The Federalists assumed the responsibility of establishing guiding precedents for the new government and achieving financial stability.	A. Make a comparison of the cabinet positions during Washington's administration with those of today to show the increased responsibilities of the government.
2. Strict and liberal views of interpreting the Constitution sharpened political division within the nation.	B. Compare the reasons for neutrality among nations today and those of the United States in the 1790's.
3. The primacy of domestic problems required neutrality in foreign relations.	C. Write a newspaper editorial expressing an American point of view over the XYZ affair.
4. Political parties arise and evolve in response to regional and/or national needs.	D. Make a model of a flatboat used during the period of settlement in the Ohio Valley.
5. Political parties provide an effective means for expressing popular demands.	E. Draw a map showing the rivers which flow westward into the Mississippi. Locate New Orleans to show the significance of Spanish control there.

CONCEPTS	SUGGESTED ACTIVITIES
B. EXPANSION AND EXPLORATION	
1. Indian tribes and great expanses of forests were obstacles to the westward movement east of the Mississippi.	F. Find out what you can about township organization in the St. Louis County area.
2. The Northwest Ordinance provided for an orderly and democratic development of western lands.	G. View the dioramas of early St. Louis in the Old Court House in downtown St. Louis.
3. The nation's western boundary and an outlet for western produce were secured through the peaceful acquisition of Louisiana.	H. Read an account of the medical practices on the Lewis and Clark Expedition in the Dec. '63 issue of American Heritage.
4. Our western lands were appraised by the Lewis and Clark and Pike expeditions. The potential of our Western resources was not fully understood.	I. Have a debate between members of the War Hawks and other Congressional factions over the decision of war with England.
	J. Read and discuss the words of the "Star Spangled Banner" in context with the events at Ft. McHenry.
	K. Through discussion, demonstrate the issues involved with federal supremacy.
C. ESTABLISHING NATIONAL RESPECT	
1. Differences of opinion exist on the definition and extent of national rights and responsibilities, and defense of national integrity.	L. Have a round table discussion among Latin American peoples as to the meaning and implications of the Monroe Doctrine to them.
2. The symbols, images and mottoes associated with our historical events and personalities are important in creating a sense of national unity and pride.	M. Make a map to show what states or parts of states were formed from Spanish Florida. Show the important gulf ports acquired.
3. Our national foreign policy is influenced by the foreign policies of other nations.	N. Have the student bring illustrations of famous slogans and sayings that create a sense of national pride. For example, "Don't Tread on Me".
4. The United States revealed its growing sense of nationalism in the acquisition of Florida.	
5. The Monroe Doctrine proclaimed a policy of far-reaching involvement.	

IV. WESTERN INFLUENCE AND MANIFEST DESTINY

CONCEPTS	SUGGESTED ACTIVITIES
1. Conditions in the West fostered the growth of manhood suffrage and the democratic spirit.	A. Discuss what reasons caused the Westerners to be less class conscious than Easterners.
2. Geography and economic problems fashinned the West's sectional character.	B. Make a series of drawings of Jackson's earlier exploits which might have promoted his election to the presidency.
3. Andrew Jackson expressed the sentiments of the common man and championed his expanding role in politics.	C. Listen to some chanteys or work songs associated with the Erie Canal.
4. Jackson stood for strong national unity in the states' rights and nullification issues.	D. Make a map of the most important transportation routes developed in the trans-Appalachian West (National Road, Natchez Trace, etc.)
5. The construction of roads and canals raised the question of Federal spending.	E. Write a paragraph on, "The right to vote should (or should not) depend upon property qualifications."
6. The building of transportation routes promoted settlement and development of the West.	
7. Desire for land and new opportunities attracted many persons into western regions beyond our boundaries.	F. Write and/or relate some "tall Texas tales" to the class.

CONCEPTS	SUGGESTED ACTIVITIES
8. American settlers sought greater self-determination through revolt against Mexican rule and the creation of the Texas Republic.	G. Draw two cartoons illustrating the American and the Mexican viewpoint of United States expansion to the Pacific.
9. The acquisition of more western territories became a political issue in the United States.	H. Have the class portray the citizens of an Iowa town discussing the banishment of the Mormons.
10. The United States and Great Britain peacefully settled their differences in a division of the Oregon Country.	I. Find and relate to the class a description of San Francisco during the gold rush.
11. Boundary disputes and the activities of "expansionists" resulted in a war with Mexico.	

V. THE GREAT CRISIS (SEE SAMPLE UNIT)

A. THE DRIFT TOWARD CIVIL WAR

1. The South was economically and psychologically committed to slavery and the plantation system.	A. Make a map showing the status of slavery in the territories in the 1850's.
2. Abolitionists activities increased the bitterness of sectional feeling over slavery.	B. Discuss the statement, "Slavery was morally wrong, yet the North shared with the South responsibility for its development.
3. Efforts at compromise failed to settle the main issues of controversy.	C. Read Lincoln's First Inaugural Address. Discuss why Southerners ignored its compromising tone.
4. The doctrine of states' rights became the South's defense for its way of life.	D. Make a map of the Union campaign to secure the Mississippi and the Confederate campaign into southern Pennsylvania.

B. CONFLICT AND RECONSTRUCTION

1. A difference in resources and geography determined the strategies of the North and South.	E. Discuss whether Sherman's march and tactics were necessary to end the war.
2. The war was costly in terms of human and economic resources expended and bitterness bred.	F. Read and relate to the class John F. Kennedy's account of Edmond G. Ross from PROFILES IN COURAGE.
3. The concept of an indissoluble union was established by the war.	G. Find magazine advertisements or write to the chamber of commerce of some southern state for information on the advantages of locating an industry there.
4. The insistence of political factions on a severe and punitive reconstruction caused deep resentment in the South.	H. Have students report on the lives of famous military leaders of the Civil War period.
5. The provisions of the XIII, XIV, and XV Amendments had important and far-reaching political, social and economic effects.	

VI. AMERICA ENTERS THE MACHINE AGE

A. THE FRONTIER IS CLOSED

1. The Indian was the victim of the economic interests of the advancing white man.	A. Make a map showing the Indian reservations in in the West today.
2. The geography of settlement for the Great Plains was in great contrast with the region east of the Mississippi.	B. As a settler on the Great Plains describe the construction of a sod house.
3. The extension of the railroads and passage of the Homestead Act were aids in the settlement of the Great Plains.	C. Write the Department of Interior for information concerning land available for homesteading in the country today.

CONCEPTS	SUGGESTED ACTIVITIES
4. Developments in farm machinery barbed wire, etc., better enabled settlers to utilize extensive western lands.	D. Use a wood-burning set to make a group of cattle brands on a board.
5. The West was not one but many regions each demanding different skills, and adaptations to environment.	E. Draw a map to show that region of the country known as the wheat belt.
	F. Listen to some of the western range cowboy songs.
	G. Read to the class Bess Aldrich's account of a locust plague from her book A LANTERN IN HER HAND.
B. TRANSPORTATION AND COMMUNICATION PROMOTES UNITY	
1. Political and geographical considerations were involved in the building of a transcontinental railroad.	H. Prepare a poster as might have been used by a western railroad promoting the settlement of western lands.
2. The building of a transcontinental railroad was a monumental task.	I. Read the account of building the first transcontinental railroad in Irving Stone's MEN TO MATCH MY MOUNTAINS.
3. The development of the automobile and its mass production changed America's way of living, and created many related industries and problems.	J. Make a bulletin board of pictures illustrating the advancement in airplane or automobile design.
4. The airplane has become the basis of a vital and expanding industry in the modern world.	K. Read some interesting accounts of motoring during the early 20th century.
5. The technological application of electricity to communications changed all aspects of our society.	L. Debate the following topic: Resolved: Movies and television have been a direct cause in the increase of crimes among juveniles.
6. Radio, the movies and television have had an all pervasive influence on our nation.	M. Make a chart or diagram of the various machines which were developed in the textile industry as necessary complements for previous machines.
C. THE INDUSTRIAL REVOLUTION PRODUCES MORE GOODS	
1. The industrial revolution was a complex development of interdependent inventions and methods.	N. Portray Eli Whitney explaining to government officials the merits of interchangeable parts as a way to increased production.
2. The industrial revolution was gradual but made great changes in the means of production and organization of the laboring forces.	O. Make a map of the United States showing the location of iron ore and coal deposits which aided the growth of important industrial centers.
3. New sources of power supply helped bring about and were brought about by the industrial revolution.	P. Read to the class Irving Stone's account of the Pullman Strike from CLARENCE DARROW FOR THE DEFENSE.
4. The steel industry was the backbone of the machine age.	
D. PROBLEMS OF THE INDUSTRIAL AGE	
1. Abuses in business and industry resulted in government regulatory legislation.	Q. Draw up some handbills which a factory owner in the 1880's might have distributed among newly arrived immigrants.
2. Bitter struggles resulted when labor sought to organize itself against management.	R. Students may write a skit portraying the life of a child in an urban slum before child labor laws.
3. The passage of labor legislation aided the cause of labor organizations.	
4. The rapid expansion of America's industrial machine resulted in the careless use of natural resources.	
5. The migration to and growth of urban centers created a greater awareness for reform and participation in government.	

CONCEPTS	SUGGESTED ACTIVITIES
6. Immigrants responded to America's need for labor but various considerations eventually led to the quota system.	
7. Our nation's system of public education was aided and developed in response to the demands of the machine age.	

VII. THE UNITED STATES BECOMES A WORLD POWER

A. THE UNITED STATES ACQUIRES OVERSEAS POSSESSIONS

1. The purchase of Alaska proved to be a wise investment economically and politically.	A. Locate on an outline map the most important islands or island groups acquired by the United States by 1920.
2. Military considerations and commercial interests were involved in the acquisition of territories beyond the continental United States.	B. Make a bulletin board of the products that have made Alaska a valuable asset.
3. The Spanish-American War was viewed by some nations as an act of United States imperialism.	C. Write an editorial defending or criticizing: 1. United States Open Door Policy 2. T. Roosevelt's actions at the time of the revolt in Panama.
4. The United States was confronted with many problems in administering her Pacific and Caribbean possessions.	D. Hold a naval hearing at which the various causes or reasons for the destruction of the "Maine" are heard.
5. The United States and other Western powers obtained commercial advantages from a weak Chinese nation.	E. Make a drawing or model of the Panama Canal explaining the function of Gatun Lake and the locks.
6. Major medical and engineering problems had to be overcome in the building of the Panama Canal.	F. Use an outline map to identify the Allied powers in World War I.
	G. Play some of the songs of the World War I period and tell how the American attitude toward that conflict is reflected in them.

B. WORLD WAR I AND THE TWENTIES

1. Strong sentiments of isolationism overcame pre-war efforts at establishing international peace machinery.	H. Discuss the meaning and importance of President Wilson's statement, "Peace without Victory".
2. A major historical event such as World War I had many complex causes whose roots lie deep.	I. Through research have the student present an overview of the affluence of "The Golden Twenties".
3. The Russian withdrawal from World War I placed increased pressure upon the Allies.	J. Give the class a 1928 listing of stocks. Have them speculate through the "crash" into the depth of the depression.
4. The American commitment of the troops and equipment were vital to an Allied victory.	K. Draw a map showing those states and regions affected by the Tennessee Valley Development. Show the dams erected on the rivers of this region.
5. Peace provisions imposed after the war provided the basis for future international conflict.	L. Use a world outline map to locate the major fighting fronts of the United States in World War II.
6. Domestic politics and fear of further international involvement resulted in United States rejection of the League of Nations and a return to isolation.	M. Have a meeting of high ranking military and civilian officials in which the decision to drop the atomic bomb is discussed.
7. The United States was preoccupied with domestic problems and prosperity during the Twenties.	
8. President Hoover was confronted with the "Crash" and a chain reaction of economic collapse of the late Twenties.	

C. THE NEW DEAL AND WORLD WAR II

1. The responsibilities of our government were greatly enlarged to contend with the problems of the depression.	

CONCEPTS	SUGGESTED ACTIVITIES
2. The United States was able to deal with the serious problems of the depression without destroying its basic democratic institutions.	
3. The New Deal program entailed many permanent as well as temporary aspects that aroused strong support and firm opposition.	
4. World-wide economic unrest encouraged the rise of dictators during the Thirties.	
5. United States policy toward European and Asiatic aggression evolved from legislated neutrality to total involvement.	
6. Strategy in the conflict was global in extent and involved the expenditure of great amounts of human and material resources.	
7. The war's duration was shortened by the momentous decision to use the atomic bomb.	

VIII. THE UNITED STATES FACES THE WORLD OF TOMORROW

A. THE CHALLENGES OF WORLD LEADERSHIP

1. The United Nations was organized to maintain international peace and security and provide a basis for solving world-wide problems.	A. Use a world outline map to show those nations which do not belong to the United Nations. Find out why they do not have membership in this organization.
2. The United Nations has been faced with many serious problems complicated by conflicting national interests.	B. Investigate some of the humanitarian programs in which the United Nations is engaged.
3. The United States developed military alliances and economic assistance programs to counteract the spread of communism.	C. Write a radio script dramatizing the: Berlin Airlift Hungarian Revolt
4. Communist Cuba raised grave questions for Western Hemispheric nations.	D. Discuss why the United States should or should not expel Castro's government from Cuba.
5. A military defense of Korea was a United States commitment against communism in Asia.	E. Study the areas of the world where possibilities of world conflict could emerge at the current time.
6. The United States re-examines its foreign policy during the 1960s.	F. Discuss the proposition: "The space race should be abandoned for a concerted effort against poverty."
	G. Make a bulletin board showing the ways in which peaceful developments in atomic power will be a blessing to mankind.

B. THE UNITED STATES CONFRONTS PROBLEMS AT HOME

1. The Federal Government has been attempting to reduce the severities of inflation and depression since the twenties.	H. Investigate the problems which have arisen concerning the election of state legislatures in relation to increased urban growth.
2. The nation is seeking control of atomic weapons and development of peacetime uses for atomic power.	I. Make a map of the 15 largest urban centers in the United States. Show how the center of population has shifted during the past one hundred years.
3. American space ventures are scientifically motivated.	J. Read and report to the class about some of the Japanese efforts to solve transportation problems between urban centers through the use of high-speed trains. Find out what our government is doing in this respect.
4. Rapid developments in technology have placed great demands on our educational system.	
5. Renewed efforts to extend civil rights to minority groups have resulted in strife.	
6. Social welfare legislation has aroused criticism and political controversy.	
7. Solutions for problems of pollution, transportation and urbanization call for bold ideas.	

EVALUATION

1. Have students become aware of the events that led to the Declaration of Independence?
2. Are students aware of the Judeo-Christian contributions to our laws and constitution?
3. Do students understand the concepts of the United States Constitution and the ways in which the Constitution has evolved?
4. Do students appear to respect and admire the American heroes, traditions, and law more than at the beginning of the year?
5. Are students given experience in studying conflicting evidence of historical events and taught skills of evaluating and interpreting information?
6. Are students aware of the location of major rivers, seaports, mountains, and rainfall regions and their affect on the development of American technology and our way of life?
7. Are students aware of contributions of immigrants and minority groups to the United States?
8. Do students realize the complex causes that have changed an agrarian society to an industrialized society?
9. Are students beginning to form concrete, useful opinions about society?

VISUAL AIDS

UNIT I

Discovery of America (T)
Marco Polo (F)
Spanish Explorers (S)
French Explorations (S)
Sir Francis Drake (F)
Story of Christopher Columbus (F)

UNIT II

18th Century Williamsburg (F)
American Revolution (S)
Paul Revere's Ride (F)
Saratoga to Valley Forge (S)
American Revolution, The (F)
Prelude to Independence (T)
Revolution and Independence (S)

UNIT III

Alexander Hamilton (F)
Jefferson (F)
Land Called Louisiana (T)
Louisiana Purchase(F)
Northwest Territory (F)
Westward to the Mississippi (T)
American Pioneer (F)
Journals of Lewis & Clark (F)
Lewis & Clark Expedition (T)
Monroe Doctrine (F)
Our War of 1812 (S)

UNIT IV

Boone's Wilderness Trail (T)
Children of the Covered Wagon (F)
Andrew Jackson (F)
Oregon Country (T)
West: Growth of Democracy (S)
California and Gold (F)
First Trails Into the West (T)
Opening Up the West (S)
Santa Fe & the Trail (F)

UNIT V (See sample unit)

UNIT VI

Andrew Carnegie (F)
Cities and How They Grow (F)
Cleveland, Grover Pt. A&B(F)
Conservation of Resources (F)
Development of Communications (F)
Development of Transportation (F)
Emergence of Industrial U. S. (S)
Industrial Expansion (S)
Machine Age Comes to America (S)
Nation's Resources, The (F)
Productivity, Key to Plenty (F)
Railroad Builders (F)
Real West, The Pt. A & B (F)
Rise of Organized Labor (F)
Settling the Great Plains (F)

UNIT VII

Allied Victory World War II (F)
Boom and Depression (F)
City of Gold (F)
Decision to Drop the Bomb (F)
Golden Twenties Pt. A & B (F)
Innocent Years Pt. A & B (F)
Life and Times of T. Roosevelt (F)
Life in the Thirties Pt. A &B (F)
Panama Canal (F)
Secret Message; World War I (F)
Triumph of the Axis, W. W. II (F)
World War I (F)

UNIT VIII

Automation: Next Revolution (F)
Berlin Wall (F)
Brainwashing of John Hayes (F)
Challenges of Coexistence (F)
Communist Imperialism (F)
Cuban Crisis (F)
Face of Red China Pt. A & B. (F)
Freedom Movement (F)
Pattern for Peace (F)
People's Charter (F)
Rise of Soviet Power (F)
Russia (F)
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Where Will You Hide? (F)

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SAMPLE UNIT

GREAT CRISIS

A. Introduction

By the late 1840's Americans in the North, South, and West were becoming more deeply divided. From 1845 to the outbreak of the War between the States there is a period of uneasy balancing of interests, of breakdown of compromise, of growing conflict and of desperate attempts to restore harmony among the sections of the country.

In this unit an attempt will be made to help students understand how differences among the sections eventually led to war. The results of the war and any possible lessons for the future should be considered carefully by student and teacher.

B. Drift Toward Civil War

1. Slavery and the Plantation System:
   a. The first Negroes landed at Jamestown in 1619. These first Negroes were probably indentured servants. Slowly, the Negroes became permanent slaves and slave traders continued to bring thousands of Negroes from Africa on disgracefully crowded ships where disgrace and brutality were commonplace.

   b. Most Southerners did not own slaves. Seventy-five per cent of the Southern farmers owned no slaves, twenty per cent had one to twenty slaves, and only a small per cent were the owners of fifty or more slaves. Even though a majority of the Southerners had no slaves; they continued to support slavery.
   c. Slavery was becoming unprofitable until Eli Whitney invented the cotton gin in 1793.
   d. The South became convinced, partly out of economic self interest, that the slavery system was more moral than the factory system in the North.
2. Work of the Abolitionists:
   a. William Lloyd Garrison in THE LIBERATOR wrote that slaveholding was a crime and slaveholders were criminals.
   b. Frederick Douglass, a runaway slave, made talks and published an abolitionist newspaper.
   c. Harriet Beecher Stowe wrote UNCLE TOM'S CABIN in 1852 and helped to create anti-slavery public opinion.
   d. The underground Railroad was created to assist slaves in their escape to Canada.
3. Congress and its Attempts to Compromise:
   a. The Northwest Ordinance of 1787 had forbidden slavery North of the Ohio River. Also because of action taken by Pennsylvania and states to her north, the Mason and Dixon Line became the boundary between free and slave states.
   b. The Missouri Compromise attempted to keep slave and free states equal. In 1820, Maine entered the Union as a free state and Missouri as a slave state. Congress agreed all of the Louisiana Territory north of the Line 36 degrees 30' would be forever free.
   c. The Hayne-Webster debate brought forth the doctrine of nullification.
   d. The Tariffs of 1828 and 1832 showed clearly the sharp differences between the North and South.
   e. A compromise Tariff passed in 1833 enlarged the free list and made some concessions to the South.
   f. The Compromise of 1850 admitted California as a free state and did away with the slave trade in Washington, D.C. The people in Utah and New Mexico could decide whether their states would be slave or free. Federal marshals would return escaped slaves regardless where found.
   g. The Kansas-Nebraska Bill opened Kansas and Nebraska both to slavery if the people so desired. The North was furious because it repealed the Missouri Compromise. The spirit of compromise was over.
4. The South Secedes:
   a. By 1860, the South realized how enemies outnumbered her in Congress so it was stated that if Lincoln was elected the South would secede.
   b. Lincoln's inauguration speech asked for peace and he said there would be no interference with slavery in the South.
   c. April 14, 1861, Fort Sumter was captured by the South. Two days later, President Lincoln called out 75,000 troops.
   d. The South felt they were fighting for states rights and the right to secede while the North was fighting to preserve the Union and abolish slavery.

C. Conflict and Reconstruction

1. Resources and Prospects for Victory:
   a. The Union had 71% of the population, 85% of the factories, 96% of the iron production, 65% of the farm acreage, 81% of the money, 72% of the railroads, and three times as many soldiers available.
   b. The South planned on help from England and France in return for cotton.

2. Strategy and Battles:
   a. The Union plan had three parts:
      1) Draw a naval blockade around the Confederacy.
      2) Take New Orleans and get control of the Mississippi River then move along the Tennessee River and South into Alabama or Georgia.
      3. They were to capture Richmond.
   b. The Confederacy concentrated on attempting to break blockades with fast boats and the Merrimac. The South concentrated on defensive warfare because they felt the Union would finally let them secede.
   c. Some of the important battles included:
      1) Bull Run
      2) Fort Donelson
      3) Vicksburg
      4) Gettysburg
      5) Sherman's March to the Sea
3. Results of the War:
   a. Plantation homes, barns, and slave quarters were destroyed. Livestock was slaughtered; railroads, cities, and villages were destroyed if they were close to a battle. Most of the property damage was in the South.
   b. Terrible inflation existed in the South. By the end of the War, Confederate money was nearly worthless.
   c. 600,000 men died.
4. Rebuilding the South:
   a. Lincoln and Johnson felt the states had never been out of the union. They were willing to readmit them on two conditions:
      1) At least ten per cent of the voters would take oath of allegiance to the United States.
      2) The state must organize a government loyal to the United States.
   b. Congress disagreed with Johnson. They refused to seat congressmen from the South and tried to remove him from office.
   c. Congress passed Reconstruction Acts calling for military occupation if the Southern states refused to sign the 14th Amendment. Most states refused for a period of years.
   d. Northern money came South to help build cotton, textile, and lumber mills to mine coal and iron; to pipe to growing cities the oil and natural gas so vital to industry.

D. Conclusions

The Civil War caused 600,000 men to be killed plus millions of dollars of property were destroyed, but it also had the following effects:
1. There would be no more slavery in the country.
2. No state can leave the union.
3. The 13, 14th, and 15th Amendments to the Constitution were added.

It seems unfortunate that such bloodshed had to occur. May future Americans always remember the sacrifices, heartache, and sorrow connected with war so that it is not necessary to experience another civil war.

E. Evaluation

1. Have students come to realize that there were several causes for the War between the States?
2. Have students accepted the results of the Civil War or do they wish to fight the War again?
3. Do students and teachers realize the importance of a strong, united nation?
4. Are the sufferings of families and soldiers real enough to students and teachers for them to realize how serious war is?
5. Do students appear to be able to discuss serious issues without talking and acting irrationally?

F. Possible Activities

1. Point out the evils and merits of free factory labor and slave labor during the 1850's.
2. Write in your own words what John Brown might have used at his trial. Find out what John Brown actually said in court.
3. Construct a time line of the crises which led up to the outbreak of the Civil War.
4. Prepare a report on the new developments in weaponry introduced during the Civil War.
5. Listen to some songs popular in the North and the South during this period.
6. Find out what advice Booker T. Washington has for Negroes. Discuss why some Negro leaders came to think his advice was misguided.
7. Read the Gettysburg Address.
8. Make a map showing the status of slavery in the territories in the 1850's.
9. Discuss the statement, "Slavery was morally wrong, yet the North shared with the South responsibility for its development."
10. Use films and filmstrips to bring some of the flavor of the period to the class.
11. Read Lincoln's First Inaugural Address. Discuss why Southerners ignored its compromising tone.

12. Make a map of the Union campaign to secure the Mississippi and the Confederate campaign into southern Pennsylvania.
13. Discuss whether Sherman's march and tactics were necessary to end the war.
14. Read and relate to the class John F. Kennedy's account of Edmond G. Ross from PROFILES IN COURAGE.
15. Write a skit based on UNCLE TOM'S CABIN. Act out the skit.

G. Visual Aids

1. John C. Calhoun (F)
2. Frederick Douglass (F)
3. Grim Period of Slavery (S)
4. Long Night of War (T)
5. Reconstruction & Economy, & Development (S)
6. Sunset At Appomattox (F)
7. They Called It Reconstruction (T)
8. True Story of the Civil War (F)
9. Eli Whitney (F)

LEVEL NINE

CIVICS (2 Semesters Required)

UNITED STATES AND SELECTED SOCIETIES

The Ninth Grade course is designed with two basic concerns. One is learning how to engage in productive discussions. The other concern is learning about and developing an understanding of the Anglo-American culture and other specified cultural areas.

The first semester would concern itself with the development of discussion skills and the practice of them through the follow-up units. Also, the follow-up units should be used to develop an understanding of Anglo-American culture.

During the second semester the student would be introduced to the Latin American, Russian, African, and Southeast Asian Cultures. These will be compared and contrasted with the Anglo-American studied earlier.

The units are designed so that they may be taught using the Oliver discussion skills, a blend of the Oliver discussion skills and more traditional methods of teaching or a traditional method of teaching may be used entirely.

OBJECTIVES

1. To develop the skills needed to engage in a productive discussion and the desire to carry out such, by being able to identify issues, values, attitudes, roadblocks, and ways of analyzing discussions.
2. To develop an understanding of American culture so that we might better understand the people.
3. To develop an understanding of other cultures; realizing each has its own pattern which in turn has a function, and that there is an order or inter relation of patterns.
4. To develop in the student the idea or feeling that even though cultures may be different we can exist together when we attempt to understand each other and carry on productive discussions.

<u>These objectives will be woven together throughout the year.</u>

I. DISCUSSION TECHNIQUES

CONCEPTS	SUGGESTED ACTIVITIES
1. Learn to categorize the purpose of discussion.	A. Define different purposes of discussion. B. Use samples of each type to see if students can identify.
2. Learn the five skills which give a discussion direction: a. Stating the issue. b. Pursuing issues with continuity. c. Making clear transitions. d. Being sensitive. e. Making statements relevant.	A. Make certain definitions of each skill is clear. B. Use dialogues to see if students can state the issue. C. Student should state the issue in question form. D. Write a dialogue demonstrating continuity. E. If continuity was broken was a clear transition made? F. Use student written dialogues to decide whether sensitive and relevant.
3. Learn the difference between procedural and substantive thinking.	A. Define terms clearly. B. Use dialogues to identify the two levels of thinking.
4. Learn to identify the different types of issues: a. Public Policy b. Private Preference c. Moral-Value d. Definitional e. Factual f. Legal	A. Define issues clearly. B. Use examples of each for identification purposes. C. Read a short case and see if the students can identify the issues.
5. Learn the techniques that move a discussion forward: a. Working toward an agenda. b. Stipulation c. Concession d. Summarizing the trend.	A. Make certain the students actually understand the usage and workage of each skill. B. Use previous taped discussion to identify the techniques.
6. Be able to recognize and prevent the roadblocks to a productive discussion:	A. Make certain students understand each roadblock.

CONCEPTS	SUGGESTED ACTIVITIES
a. Failure to listen. b. Failure to pursue the issues systematically. c. Monopolizing the discussion. d. Proof by repetition. e. Personal attack. f. Worrying about winning the argument.	B. Once again, use a taped discussion to identify the roadblocks in a productive discussion.
7. Be able to recognize the techniques of propaganda: a. Testimonial b. Transfer c. Card stacking d. Plain folks e. Band wagon f. Glittering generalities g. Name calling	A. Record television or radio commercial messages and analyze the technique of propaganda used. B. Draw cartoons illustrating each propaganda technique.

II. RELIGIOUS FREEDOM

CONCEPTS	SUGGESTED ACTIVITIES
A. Religious freedom is one of the most cherished freedoms in the American culture. 1. This freedom is precious because of the millions of people who came to America to escape religious persecution. 2. Religious freedom is precious because it almost failed to become a reality in the new world. In fact, religious persecution was fairly common in some of the colonies. B. Men like Roger Williams, William Penn, and Lord Baltimore tried hard in colonial times to bring about religious freedom. C. Today, we owe much of our religious freedom to the following groups: 1) The Supreme Court 2) The authors of the first ten amendments of the United States constitution. 3) Minority religious groups.	A. Many teaching strategies should be used in this course the rest of the year. Such as: 1. Traditional lecture 2. Reading cases 3. Writing and using analogy cases 4. Socratic dialogue 5. Role-playing and games 6. Films 7. Writing position papers 8. Small group discussion B. Make a list of educational institutions that were founded by a religious group in Missouri. C. Find out how many different religious groups are in the St. Louis area. Use the telephone book as a beginning. D. Use World Almanac to determine the number of different denominations in the United States. E. Study the life story of a missionary important in colonizing some country of the world. F. Find out how many Presidents of the United States were sons of ministers. G. Make a map of the world showing the location of foreign missionaries of a selected demonination. H. Allow a student to study a denomination carefully and see how many activities they are engaged in to help society. I. Study the history of the Mormon Church and its affect on westward expansion. J. Questions to investigate: 1. In what ways are religious beliefs and practices different from beliefs and practices related to politics and social customs? 2. To what extent can a "wall" actually be built between religious beliefs and practices and the affairs of government? 3. When does the free exercise of one's religion interfere with the "social good" and the welfare of the majority? 4. What can be done to prevent the majority from so restricting the religious minority as to effectively destroy freedom of religion maybe even to destroy a religion? 5. How much toleration should dominant groups give to dissenting religious minorities? 6. Does toleration of other religions weaken or strengthen the individuals faith in his own religion? 7. Which tends to produce a stronger society: many different religions or common agreement on one major religious view?

CONCEPTS	SUGGESTED ACTIVITIES
	8. Does America really have "freedom of religion"? 9. In America, is there really a separation of Church and State? 10. Is a man's first and most important allegance to his government and society or to his religion and conscience?

III. AMERICAN ECONOMIC SYSTEM

CONCEPTS	SUGGESTED ACTIVITIES
A. BUSINESS IN THE UNITED STATES	
1. The most common business organizations in the United States are sole proprietorships, partnerships, and corporations.	A. Use a case to show significance of and relationship between economic interest groups. B. Define the following: 1. Laissez-faire 2. The "invisible hand" 3. Competition 4. Monopoly 5. Free enterprise 6. Socialism 7. Pools 8. Market 9. Profit 10. Fixed cost 11. Variable cost 12. Gross national product 13. Business cycle 14. Industrial Revolution 15. Sherman Anti-Trust Act 16. Barter 17. Capital
2. Mass production and transportation are important factors in the development of the United States as a major industrial power along with an abundant supply of natural and human resources.	
3. American business must be able to adjust to business cycles.	
4. American businessmen and consumers must be able to understand the role of money in our economy.	
B. LABOR IN THE UNITED STATES	
1. The role of labor changed because of the change from domestic production to factory production.	
2. Labor Unions began to develop rapidly after the Civil War.	
3. Unions have used many tactics in trying to help organized labor. Some of the tactics used are: strikes, picketing, boycotts, and education.	
C. EFFECT OF GOVERNMENT ON AMERICAN ECONOMY	
1. Legislation such as minimum wage laws, safety laws, Wagner Act, Taft-Hartley Act, and the Pure Food and Drug Act have affected business and labor a great deal.	
2. Government spending and the Federal Reserve Banks controlling the money supply and interest rates have been significant.	
D. CONSUMER ECONOMICS (OPTIONAL)	
E. OTHER ECONOMIC SYSTEMS COMPARED WITH THE UNITED STATES (OPTIONAL)	
1. USSR (State Controlled economic system) referred to as communism.	
2. Guided Economic systems (socialism in European democracies such as Great Britain or Sweden)	
F. AMERICANS EARN THEIR LIVING IN OVER 40,000 OCCUPATIONS.	C. Use the Railroad Game and roleplaying to show the pressures of business competition, monopolistic buyer, etc. D. Introduce some economic concepts to perhaps show a cultural pattern or interrelationship. E. Discuss whether the market system in the United States today is democratic in the sense of giving people a voice---or a dollar "vote"---in economic decisions that affect them. F. Use maps and other materials to discuss economic resources and related matter. G. Discuss the governmental relationship to our economic system. H. Have students make an imaginary investment on the stock exchange. Chart the day to day growth. I. Have students explore relationship between supply and demand factors on prices for such things as: flowers on Mother's Day or a snowstorm in the Orange Belt. J. Report to the class on the reasons why money came into use. K. Have a committee make a series of cartoons to show how the following people would be affected by inflation: worker in a chemical factory; a retired teacher on a pension; and a person paying off the principal on sums of money he borrowed when prices were low. L. Define these terms: 1. Yellow dog contract 2. Lockout 3. Blacklist 4. Strike 5. Picketing 6. Scabs 7. Strikebreakers 8. Injunction 9. Fringe benefits 10. Standard of living

CONCEPTS

SUGGESTED ACTIVITIES

M. Compare labor organizations in the United States with labor organizations in the USSR.
N. Have students debate: Resolved that there should be government regulation of economic life. Resolved that the government ownership and operation of the TVA competes unfairly with private enterprise.
O. Make a list of the advantages and disadvantages of advertising.
P. Have a student make an oral report on the reasons for the formation of the Better Business Bureaus.
Q. Have an oral report on the duties of the Federal Communications Commission.
R. Make a personal time budget and budget for an imaginary family.
S. Have students examine several careers and report on educational qualifications, salary scale, and social status.
T. Make posters and bulletin boards on different occupations.
U. Have a speaker on the Trade Unions and find out how one goes about getting into them.
V. Find out the difference in income one can expect from a grade school, high school, and college education.

IV. NEGRO VIEWS OF AMERICA

CONCEPTS

SUGGESTED ACTIVITIES

A. The first Negroes arrived in Jamestown in 1619 as indentured servants. In later years most Negroes arrived as slaves.

1. The problems of Negroes, today, are essentially different than other immigrants because they were from a different culture, a different race, came for a different reason, and were slaves for generations.
2. The Civil War and the 13th, 14th, and 15th amendments ended slavery as a legal institution.
3. The courts and law enforcement officials have worked to see that the Civil Rights Laws are enforced.
4. There is still discrimination by private groups and individuals but there is little discrimination supported by law.

A. Discuss the cultural despair theory.
B. Investigate the difficulties of this minority group as compared to others.
C. Define and discuss prejudice, bias, etc.
D. What are an indivudual's rights in a democratic society?
E. Through simulation, if game can be acquired, have students experience the problem of being in a minority group.
F. Study the races of the world. Students should determine differences and similarities between racial groups.
G. Have class discussion on Supreme Court Cases such as Jones vs. Mayer (1968) on housing and Brown vs. Board of Education (1954) or other cases that might be of more importance.
H. Debate: Resolved that separate but equal is impossible in education.
I. Have students give series of oral reports on important Negroes in society today and in the past.

QUESTIONS TO INVESTIGATE:

A. Are some types of discrimination valid? If so, what are the criteria that distinguish legitimate from unfair discrimination?
B. In what ways can conditions in a persons environment affect his personality and his image of himself?
C. Can government involve itself in human relations to guarantee each individual a sense of worth and self-pride?
D. How can we explain differences between whites and non-whites with regard to such things as income, education, employment, and crime?

CONCEPTS	SUGGESTED ACTIVITIES
	E. Should groups that are disadvantaged in these respects be expected to pull themselves up on their own, or should the more fortunate help them?
	F. Members of a minority group may adapt themselves to a system of racial inequality or they may protest against the system. What are the possible advantages of each approach for the minority group and for the nation as a whole?

V. GOVERNMENT OF MISSOURI

CONCEPTS	SUGGESTED ACTIVITIES
A. Government exists to protect, to help, and to insure equal treatment of the governed. States have certain powers reserved for them and the people.	A. Have students make a list of the state's purpose and services.
1. Missouri was the 24th state to enter the Union.	B. Essay: Will the state ever replace the home in providing for the development of members of society.
2. Missouri has had four constitutions: 1820, 1865, 1875, and 1945.	C. Did any activity on the national or international scene affect the writing of any of Missouri's Constitutions.
3. Missouri's Bill of Rights are specific and detailed.	D. Are there any rights in the Missouri Bill of Rights not in the United States Bill of Rights? List them. Are there rights in the United States Constitition not listed in the Missouri Bill of Rights? If so, list them.
4. The Missouri Constitution provides for Executive, Legislative, and Judicial Branches of government just as the Federal Constitution does.	E. List ways the Legislative, Executive, and Judicial Branches are similar on the local (city), state, and national level.
5. The Bill of Rights and the Judicial Article guarantee due process of law for the "accused" citizen.	F. Consider conducting a mock legislature. G. Have a mock trial. H. Study Rights of the Accused, a publication of American Education Publications.
6. The qualifications for voting in Missouri are: be a citizen of the United States; 21 years of age; a resident of Missouri for one year; and a resident of St. Louis County for sixty days. There are negative qualifications that do not apply to most citizens.	I. Visit a trial in circuit court. J. Does the criminal have too many rights? This would make an interesting discussion. K. Assist a candidate or a political party in an election. Individual project.
7. The constitution provides for state parks and recreational areas.	L. A report on Missouri Parks. M. Show Films from the Missouri Tourism Commission.
8. The Missouri Constitution provides for free public education.	N. Have students find articles dealing with issues that have caused state and national government conflict. O. Have a student interested in art draw a series of cartoons illustrating some aspect of state government.

VI. EDUCATION

CONCEPTS	SUGGESTED ACTIVITIES
1. The public school system prepares citizens to carry out obligations of self government and to choose and assume their life work and careers. It also helps citizens discover their abilities, develop an appreciation of the American heritage, and to develop a wise use of leisure time.	A. Briefly trace the development of the public school system. B. Give oral reports on early colonial schools. C. Draw a chart showing the number of students in the school systems today.
2. The present educational system developed from small early church schools to vast public school systems.	D. Use a chart showing Federal, State and local sources of revenue for the public school systems and the proportion of each. E. Give oral reports on qualifications and requirements for teacher preparation.
3. The public school system is supported by Federal, state and local tax structures.	F. List local board members and chief administrators defining their responsibilities. G. Research the most recent district enrollment and amount of tax money available.

CONCEPTS

4. The State Department of Education directs the implementation of state laws such as requirements for teacher preparation.

5. The public school system is controlled by a local school board, elected by local school districts.

6. Technical and trade schools have developed in order to aid people in learning trades and marketable skills.

7. College and University enrollments have risen sharply in recent years.

8. Many private schools exist to enrich cultural differences in the life of the country.

9. The Federal Government assists the state and local school system in federally funded programs to instruct the underachiever, assist the culturally deprived student, and help finance educational programs that the states can not finance.

SUGGESTED ACTIVITIES

H. Have someone from a trade school speak to the class.
I. Prepare a chart on the number of colleges and universities in the country and the enrollment.
J. Find out who goes to college.
K. Debate the "Worth of College Education".
L. Make individual reports on the three local Junior Colleges: the cost to students, available careers, and cost to taxpayers.
M. Locate all local, private, and state colleges and universities.
N. Visit the closest Junior College or have a person from the college to speak to the class.
O. Show how the federal government assists the states' educational programs.

VII. RUSSIAN CULTURE

CONCEPTS

1. The Soviet Union is the largest region in the world occupying one sixth of the inhabited land surface of the world:
   a. The Soviet Union has many different climatic zones.
   b. The Soviet Union has vast deposits of minerals needed by modern industry.
   c. The soil, water, and forest resources are important in the life of the Soviet citizen.
   d. The uninterrupted Eurasian plain sweeps across much of the Soviet Union.

2. The Soviet Union has a colorful history:
   a. The Mongols occupied large sections of the Soviet Union until the 15th century.
   b. The Czars became strong enough to challenge the Mongols during the 15th century.
   c. The Czars tried to expand the Russian Empire to natural geographic boundaries.
   d. The Romanov dynasty fell largely because of World War I, poor leadership, and the existing social and economic structure.
   e. There were two revolutions in 1917. The first revolution overthrew the Czar. The second revolution, led by the Bolsheviks, overthrew the provisional government which provided for a democratic form of government.

3. The economic system of the Soviet Union provides for government ownership and control of almost all the means of production and distribution. Very little private ownership exists in the Soviet Union.

SUGGESTED ACTIVITIES

A. Study the environment features of Russia.

B. Develop the technology of this culture.

C. Use special reports, cases, maps, etc. to develop the historical background of the area.

D. Arrange a bulletin board display featuring Russian society. Collect pictures, drawings, or models showing the Soviet people and their costumes, villages, housing, methods of tilling the soil, and other aspects of their daily life.

E. Construct a chart describing the Soviet governmental structure. Arrange it in pyramid fashion, beginning with the highest branch and showing the relationship of subordinate branches

F. Have students look at a copy of the Constitution of the Soviet Union and compare it to the United States Constitution. Does the government of the Soviet Union follow their constitution?

G. Compare and contrast the Anglo-American Culture to the Russian Culture.

H. Using the Persisting Questions of History in "20th Century Russia", discuss the value and attitude conflicts related to both cultures.

I. Discuss the theories of Marx and Lenin. Show the fallacies that exist.

J. Discussion topic: It has been said that the strength of our country is in the character of its society, in the kind of trust it commands in the world, and in the quality of its leadership in the community of nations. If the strength of the Soviet Union is measured by these standards, would you say that it is impressively great?

CONCEPTS

4. In theory, the Soviet Union has a representative democracy but in reality a political dictatorship exists:
   a. There is no representative government such as that which results from free elections in which more than one party participates.
   b. There is no real freedom of speech, assembly, or press for the individual when he is easily subject to the charge of treason.
   c. The Communist Party structure and government structure sometimes are difficult to distinguish.

5. The educational system of the Soviet Union has been fairly successful in reducing illiteracy, teaching language, mathematics, and unifying the country. The social studies are primarily propaganda and do not allow free thought.

6. Many religions exist in the Soviet Union but religious freedom as we know it does not exist. Officially and unofficially the government discourages religious participation. What religious freedom that does exist can be taken away by government decree.

7. The Soviet Union is inhabited by people of widely differing languages and culture. At one time there were no fewer than 48 languages spoken in the Soviet Union. The education system has helped to bring these groups together.

8. The family structure is generally comparable to western society. The mother and father usually both work with the state assuming a significant role in the rearing of the children. The Soviet Union has a real problem of providing adequate housing partly because of rural to urban shift in population and because Stalin and his successors did not always give housing a very high priority.

SUGGESTED ACTIVITIES

K. Have a panel study the courses offered in a secondary school in the Soviet Union.

L. Have a group of students study religious persecution in the Soviet Union.

M. Have students draw maps of the Soviet Union showing natural resources, political subdivisions, and climatic regions.

VIII. AFRICAN CULTURE WITH A FOCUS ON KENYA (SEE SAMPLE UNIT)

CONCEPTS

1. A knowledge of the climate, topography and natural resources of Africa is important in understanding the cultural aspects of Africa.

2. Advanced civilization in the very earliest time was evident in western and northern Africa.

3. Western civilization has exploited the natural resources of Africa in recent centuries.

4. Recent decades show a large increase in the number of independent countries, and a sharp decrease of colonialism in Africa.

5. Animism as well as Mohammedism and Christianity have had a profound influence on the continent.

6. The ethnic and racial background of the continent is varied and mixed.

SUGGESTED ACTIVITIES

A. Draw climatic, natural resources, topographical maps of Africa. Show film on ancient African Art forms, carvings, musical instruments, etc.

B. Make an oral report on the slave trade.

C. Draw political maps of Africa showing boundaries in 1945, in 1960, and at the present time.

D. Compare animism with Christianity and the Islam religion.

E. Investigate the influence of mission schools.

F. Read AEP booklet "Colonial Kenya". Answer persisting questions of history.

G. Discuss the life of Jomo Kenyatta and his leadership abilities.

CONCEPTS

7. Africa is attempting to advance several centuries in two or three generations.

8. Kenya has been the scene of much violence and unrest.

9. The African leaders have led in an active revolt against European influence.

10. An independent nation has been formed, though the people need educated leadership and cooperation between the existing groups.

SUGGESTED ACTIVITIES

IX. LATIN AMERICAN CULTURE

CONCEPTS

This is a general study of Latin America. No one nation is selected for a focus. Many of the problems are typical of most of the countries. However, the teacher may choose one specific country to teach in addition to the general outline.

1. Officially Spanish is the language of eighteen of the countries known as Latin America, though other Romance Languages are spoken in some areas by French settled countries and by European minority groups such as Italians and Germans.

2. The geography of Latin America has a vital influence on patterns of living.

3. Catholicism, introduced by the Spanish settlers, is the foremost religion of Latin America, though practiced very matter of factly by many.

4. The settlers brought with them from Spain a family structure of patriarchal design which did not help democratic ideas to grow.

5. Although in every country education is tax supported and required by law, many people drop out of school early and may never attend at all; so, a little more than half of the people of Latin America cannot read or write.

6. The population is increasing at a very fast rate, doubling since 1930, which increases the problems of education.

7. Though governments are striving to overcome economic problems, many of the people are very rich or extremely poor.

8. Existing alongside the beautiful public buildings, wide streets, and plazas in the major cities of Latin America are ever enlarging areas of crowded slums where people exist on a very low standard of living.

9. The methods the Spanish used in settling Latin America produced a wealthy class of owners and overseers plus a poor class of workers who had no voice in their government nor in their economic structure. There was little opportunity for a middle class to develop.

SUGGESTED ACTIVITIES

A. Locate the eighteen Latin American countries, their capitals and their largest cities.

B. Find maps showing the location of present Indian groups who still speak their own language.

C. A topographical map will review for the student how the mountain ranges cause some groups to be isolated and how the river systems cause others to naturally congregate in those areas.

D. Review briefly the history of Latin America including the coming of the Spanish explorers; the settling of the land; and the winning of their independence by the various countries.

E. Report on the size of the Catholic church now, and the former wealth of the church, and the present problems of the church.

F. Find out how the church influences patterns of living, even of those who are not Catholic.

G. Construct on paper a hacienda showing the extent and layout of a usual plantation. Explain the governing power of the Spanish family over the large number of workers required for the plantation.

H. Name the largest colleges and universities with dates of origin. Find out who attends college and types of colleges there are.

I. Give reports showing topography, architecture, economic structure and opportunities, government, educational opportunities, religions, and types of people. If there is time; write to the various cities for information.

J. Have a panel discussion on "Why is it so much more difficult for countries in Latin America than in the United States to become democratic?"

K. Have a panel discussion on the struggle that any one of the countries has had since winning their independence.

CONCEPTS	SUGGESTED ACTIVITIES
10. The winning of independence from a foreign ruler is not necessarily followed by the establishment of democratic practices.	L. Find out what policies and attitudes the United States has concerning Latin America.
11. Though the people say they believe in constitutional government; through the years unstable governments have been unable to resolve the great problems of the continent.	M. Investigate the question: "How has communism made a bid for the loyalties of the people?"
12. There is a need for unity of purpose and cooperation between North and South America economically and politically.	N. Construct a diagram or chart of the Alliance for Progress in the organization of American States. Tell what it is trying to do.
13. The Alliance for Progress of the Organization of American States attempts to help cement the friendship of the two continents economically and politically.	O. Debate "The Alliance for Progress has been successful."
14. A comparison of the two continents show that with much of the same resources, the two continents have not developed alike because democratic principles were not beginning fundamental principles.	P. List the fundamental principles of the United States which led to a democracy and principles of Latin America which make democracy so difficult.

X. SOUTHEAST ASIA (WITH EMPHASIS ON INDONESIA)

CONCEPTS	SUGGESTED ACTIVITIES
1. The Southeast Asian Culture Region includes ten independent countries: Burma, Thailand, Cambodia, Laos, North Vietnam, South Vietnam, Malaysia, Singapore, Indonesia, and the Philippines: a. The arrangement of peninsulas and islands causes almost all of the movement of goods and people throughout southern and eastern Asia to be channeled through the Strait of Malacca. b. The world's greatest source of tin and rubber is in Southeast Asia. Almost all of the surplus rice of Asia comes from this region. c. Generally, the countries of Southeast Asia are hot and humid. However, the monsoon winds cause many of the countries to have a hot, wet season followed by a hot, dry season.	A. Make a time line of important events in Southeast Asian history. B. On an outline map of Southeast Asia, show the Republic of Indonesia in color. Also show the location of important resources much as oil, rubber, spices, bauxite, coffee, etc. C. On an outline map of Southeast Asia label the ten independent countries showing their political boundaries and locating their capitals. D. Have students draw a map of Southeast Asia showing rivers, oceans, seas, mountain ranges, etc. E. Using a bar graph compare the output of the following East Indian products with United States output: rubber, oil, bauxite, sugar, coffee. F. Arrange a Philippine display board. Devote one section to the Spanish period in Philippine history, a second to the American period, and a third to the independence period. G. Organize a panel discussion on one of these topics: 1. Family life in the East Indies. 2. Religions of Southeast Asia. 3. Dutch East Indian Company. 4. Indonesian Independence.
2. In Southeast Asia three major types of cultures: traditional subsistence cultures have affected political and social development: a. Traditional subsistence culture was usually based upon a small ruling class and a large peasant class. b. Traditional commercial cultures were usually located in the lowlands where opportunities for trade were good. Members of this culture gained control of the land and acted as moneylenders. This affected the traditional subsistence culture but two distinct cultures continued to exist. Members of the two groups have rarely intermarried, thus causing two different races in some instances to exist. c. During the latter part of the nineteenth and the early twentieth century, the Europeans introduced a third culture; the colonial commercial and industrial culture. This was largely because of increased demand for raw materials and new markets. During this period most of the area was divided among the European powers.	QUESTIONS TO INVESTIGATE: A. How did Japanese occupation of the East Indies in World War II further the Nationalist movement? B. What are the main problems facing the new governments of Southeast Asia? C. What important products do Southeast Asians sell abroad?

CONCEPTS	SUGGESTED ACTIVITIES

2. d. The colonial policy of the Western European Countries has caused problems for the United States. Many of the new national leaders feel the United States is too closely aligned with Western Europe. The Soviet Union and China have continued to exploit this distrust of the United States.

3. Indonesia has the largest population of the countries in Southeast Asia. The history of Indonesia is similar to all of Southeast Asia because many religions, many racial groups, rich natural resources, and the Dutch Colonizers have had enormous influence on this very unusual country.

4. Indonesians have chosen socialism as the answer to their economic problems. By socialism, Indonesians mean a system in which the state controls most of the means of production and distribution. Many of the economic problems in Indonesia in the past have been a result of inexperience and poor planning on the part of the government. The economy is likely to continue to be socialistic but attempts are being made to permit private ownership and development.

5. The Netherlands dominated or controlled the government of the Dutch East Indies for approximately 350 years:
   a. During World War II, Japan occupied Indonesia and was determined to remove Dutch influence. Indonesian national leaders like Sukarno were given an opportunity to help rule the colony.
   b. When World War II was over the Indonesians declared their independence from the Netherlands. The first President of Indonesia was Sukarno, who held the position until 1966. President Sukarno talked of democracy a great deal but the longer he ruled the more dictatorial he became.
   c. Today, some elements of democracy remain but the military is very important in determining government policy.

6. In 1945, when the Indonesians received their independence only seven percent of the people could read or write. Out of one hundred million people there were only eighteen engineers and 1,200 physicians. The Indonesian government, with foreign assistance, has developed elementary, junior high, senior high schools as well as expanding their colleges and universities. Until today over fifty percent of the people can read and write.

7. Indonesia is the home of many religions:
   a. More than ninety percent of the Indonesian people are Muslim in religion.
   b. In Indonesia over two million people are Hindus. Most of the believers in Hinduism live on the island of Bali.
   c. Four million people are Christians.
   d. Five hundred thousand Indonesians are Buddhists.
8. Many groups of people differing in religion, custom, education, and language live in Indonesia. These groups include the Balinese, the Javanese, the Chinese, the Bataks, the Manangkabau, the Dyaks, the Minahassans, the Toradjas, the Papuans, and many other groups.

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Lowenstein. WHY PEOPLE WORK.
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Morrill, George. SOUTHEAST ASIA. A.E.P.
Pearson, C. and Sparks, D. TAKING A STAND. A.E.P.
Pearson, C. and Sparks, D. RELIGIOUS FREEDOM. A.E.P.
Pearson, C. and Sparks, D. RAILROAD ERA. A.E.P.
Pearson, C. and Sparks, D. NEGRO VIEWS OF AMERICA. A.E.P.
Pearson, C. and Cutler, C. 20th CENTURY RUSSIA. A.E.P.
Pearson, Sparks, and Pollack. RISE OF ORGANIZED LABOR. A.E.P.
Pearson, C. RIGHTS OF THE ACCUSED. A.E.P.
Pearson, C. COLONIAL KENYA. A.E.P.
Petrovich, Michael. TODAY'S ECONOMICS. A.E.P.
Petrovich, Michael. SOVIET UNION. Ginn
Sobel, Oliver. OUR CHANGING WORLD. Laidlaw

VISUAL AIDS

Education (S)
Education in America (S)
Education in the Big City (S)
Education in the Soviet Union (S)
What is Money? (F)
The Story of Money (F)
Economic Growth (F)
What is a Contract (F)
Argentina (F)
Brazil, Plantation People (F)
Central America (F)
Colombia & Venezuela (F)
Family of Ghana (F)
Highlands of the Andes (F)
Horseman of the Pampas (F)
Indonesia: New Nation (F)
People of Mexico (F)
Mexico: Industry and Commerce (F)
South America (F)
Trial of Billy Budd (F)
Trumpet for the Combo (F)
Right or Wrong (F)
Propaganda Techniques (F)
Pay to the Order of (F)
Peru (F)
Thailand: Land of Rice (F)
*Tropical Africa (F)
Tropical Lowlands (F) (Along Amazon River)
Tropical Mountain Island (F) (Java)
Russian Life Today (F)
American Economy: A Review (F)
Southern Asia: Transition (F)
Buddhism, Man & Native (F)
Asian Earth (F)
The Kremlin (F)
Citizen in Soviet Union (S)
Cultural Life, Soviet Union (F)
Economic Life, Soviet Union (F)

EVALUATION

1. Can the student carry on a productive discussion?
2. Is the student able to identify and state correctly different issues?
3. Is the student able to defend his value judgments, but still be able to make concessions when necessary?
4. Has the student learned that he doesn't have to win or force his values on other people?
5. Can the student identify cultural patterns and their interrelationship?
6. Has the student developed a better understanding of the American culture?
7. Is it possible for the student to now realize that many situations exist because of cultural differences?
8. Can the student relate knowledgable information about the cultures studied?
9. Is the student able to see and understand the interdependence of the world?
10. Is the student able to compare and contrast the American culture with the four selected cultures?

SAMPLE UNIT

AFRICAN CULTURE

A. Introduction

In ancient history, Africa played an important part in the development of civilization. Although much of this civilization has been lost, in more recent centuries Africa again became important in world trade. During this time Europeans gained control of much of the continent. Today many of the African nations are in the process of adjusting to conditions of the modern industrial world and are once again becoming important in world affairs.

In this unit an attempt will be made to give students a general view of Africa, as to its geography, history, and social institutions. There will be a focus on Kenya to give students an in-depth study of one country.

Another country could just as easily be used for this focus if the teacher wishes.

CONCEPTS

1. The geography of Africa has a profound effect on the culture and problems of the continent.
2. The climate is varied.
3. Africa is rich in natural resources.
4. An understanding of the topography of the continent provides an understanding of divisions of the cultural and ethnic groups.
5. The political boundaries have changed many times in the last few decades. Colonialism has been sharply curtailed while tribal and language groups have asserted their independence by forming new countries.
6. Technological advances have made a large number of African countries modern and up to date.
7. Traces of the animism of ancient tribes still exist amidst modern concepts.
8. The influence of the Islam religion is felt throughout much of Africa and has affected family patterns and structure.
9. The Europeans superimposed their family, governmental, and religious ideas on Africa and profoundly influenced the cultural patterns of the continent.
10. The colonial mission schools were important in the development of leadership for the continent.
11. The people are struggling to do in two or three generations what it has taken the modern nations of the world many generations to achieve.
12. The many racial and ethnic groups present problems of language differences and living patterns which serve to divide rather than unite the groups.

SUGGESTED ACTIVITIES

A. Divide class into groups working on one of the following:
   1. Climatic map
   2. Natural resource map
   3. Topographical map

B. Make a brief survey of ancient civilization in Nigeria and the Nile Valley.

C. Give an oral report on the slave trade and its effect on Africa. Show film on ancient African Art forms such as carvings, musical instruments, etc. Consult with Art Department.

D. Make political maps of Africa as it was in 1945, in 1960, and at present.

E. Compare maps and make generalizations about the spread of independence in Africa.

F. Survey the modern technological advance of various African peoples--such as the modern cities and the Aswan Dam.

G. Compare in a panel discussion: Animism, Christianity, and Mohammedism.

H. Investigate the influence of the mission schools.

I. Look at primitive patterns of behavior existing alongside very modern concepts such as carrying large sharp knives and union cards at the same time.

J. Use magazines and newspapers to investigate the present civil war in Nigeria between the powerful Ibos and the other tribes in Nigeria.

B. Kenya

Kenya is a country in Africa which has many problems. Here the emphasis is placed on a new country as it takes its place in the modern world.

1. There is a need for leadership but there is a lack of leadership.

A. Read AEP Booklet ("Colonial Kenya")

CONCEPTS	SUGGESTED ACTIVITIES
2. There is a great need for reserve resources that would build a stable economy.	B. Using the maps in "Colonial Kenya", which should get into environmental conditions of the country: 1. Study the topography of Kenya. 2. Explore the environmental conditions of the country. 3. Study the political and tribal structure of Kenya.
3. There is a need for cohesion and cooperation of groups within the country which has been divided by tribal customs, language differences, and disagreement as to its purpose.	
4. There is drive and pressure for a stable self government.	C. Use the persisting questions of history in "Colonial Kenya" to discuss the value and attitude conflicts related to both cultures.
5. Kenya has been the scene of much violence and unrest.	D. Define: 1. Mandate 2. Assimilation 3. "Educated Africans" 4. Nationalism 5. Mau Mau
	E. Investigate the more recent events of history as to the independence and progress of Kenya.
	F. Research the life of Jomo Kenyatta and discuss the qualities of leadership he possesses. How has he helped his country?

C. Evaluation of African Culture

1. Can students see the vast difference in the climate, environment, resources, and people of the continent?
2. Are they able to see the major problems of the continent?
3. Can they trace the reasons for these problems existing?
4. Are students able to appreciate Cultural Patterns of Africa as being worthwhile though different from theirs?
5. Can students understand to some degree the reasons for violence and social upheaval in Kenya?

D. Selected References

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LEVEL TEN

SOCIAL STUDIES II--WORLD HISTORY (Two Semesters Required)

OBJECTIVES

1. Students will develop the ability to use scientific thought processes when working with social science data.
2. Students will be able to historically analyze, using scientific thought processes, selected cultures of the world.
3. Students will be able to historically analyze, using scientific thought processes, the cultural heritage of the Western World.

OVERVIEW

The World History program is organized around the inquiry (discovery) method of teaching and can be used with all ability groups: low, average, and high. However, low achievers do need special consideration in regard to materials and activities. World History inquiry and supplementary materials designed specifically for slow readers and low achievers are included in the selected references.

The nature of historical study requires, if it is to serve the student all through life, the inclusion of a scientific method of analyzing information concerning the many historical problems (political, economic, and social) that will confront him. It is becoming more apparent each day that the future of the United States experiment in democracy will depend to a great extent upon citizens becoming better informed and exercising opinions arrived at through the use of inquiry skills.

Inquiry skills can be used to approach any historical problem, whether it be ancient history, or something current. These skills enable the proficient user to accurately interpret any historical event he wishes to examine. According to one view: "Students who master the method of inquiry will have a disciplined method of approaching social, economic, and political questions. They will be equipped to learn independently in a world where mankind's knowledge doubles every decade. The good citizen wants to hear all sides of a debate and make up his mind about an issue through reasoned investigation, not through reliance on authority or prejudice."

The method of inquiry consists of the following steps: (1) to recognize a problem from data and develop a tentative answer (hypothesis) to the problem, (2) recognizing the consequences (implications) if the original hypothesis is correct, (3) to attempt to validate the original hypothesis by gathering, evaluating, and interpreting additional information concerning the problem, and (4) to modify or abandon the original hypothesis based on the evidence analyzed or as new information becomes available concerning the problem.

This is a two semester course, with a different emphasis each semester. One semester the student will study the major values of Western society from the culture of the ancient Athenians, through modern Europe. The student will use the method of inquiry to determine what values the various western cultures held, why they held these values, how these values have been diffused throughout the Western World. In addition, the student will determine to what extent these values are still followed today by western man.

The other emphasis of the semester about western society is an analysis of the development and success of western political, economic, and social systems. Examples of content covered and analyzed world be the political concept of nation, state, the economic concept of capitalism, and the social concept of political equality.

The other semester's work is organized as an in-depth study of the problems resulting when tradition and change come in conflict in the modern world. The four societies and resulting topics covered are: (1) Race Relations in the Republic of South Africa, (2) Race Relations in Brazil, (3) Economic Development in India, and (4) Totalitarina Government in China. All four societies are treated extensively from their cultural heritage to the present. They do not necessarily have to be studied in the order listed, and in addition, alternative cultures and related materials may be developed from the list of materials included in the Level 10 selected references.

Race Relations is a major theme in both the South Africa and the Brazil units, although the traditional and contemporary cultures of the two countries is different. The student will study the major ways cultural groups in both countries have attempted to resolve their differences, i.e., amalgamation, assimilation, accomodation, and extermination. The India and China units are examples of how two underdeveloped, overpopulated countries are trying to solve similar problems, i.e., to become modern nation states. The methods they are using are different; democratic in India, and totalitarian in China. Once again both traditional and contemporary cultures are studied in detail in order to better understand the problems each nation faces, any success so far in solving the problems, and the implications for the future.

Preliminary classroom experimentation in the Hazelwood Senior High has indicated that a cumulative sequence for both semesters is not mandatory. It is suggested that the semester's course concerning western society be covered in chronological sequence, but this is not the case with the in-depth units covering four societies. There is also no reason why the in-depth studies could not be studied before western society. The only prerequisite in either semester is to begin the work with at least a week studying the method of inquiry. (The John Good book, THE SHAPING OF WESTERN SOCIETY includes an extensive introductory unit covering the method of inquiry.) The Above four topics, along with any teacher developed alternatives, and the semester's work covering the shaping of Western society, give an adequate representation of the cultures of the world.

Following are the major concepts that should be taught, along with SUGGESTED activities designed to teach these concepts. Only major concepts are listed in order to allow the individual teacher greater flexibility in developing additional concepts. The major activities list is also minimized and generalized for the same reason. The essential activities require the use of written and visual evidence in order to utilize effectively the inquiry (discovery) method of teaching previously alluded to. Written evidence will consist of reading from primary and secondary sources and visual evidence will consist of film strips and transparencies which will be alluded to in the selected references.

I. OUR CLASSICAL HERITAGE AND THE MIDDLE AGES

CONCEPTS	SUGGESTED ACTIVITIES
1. Western beliefs in the dignity of man, brotherly love, and the rule of law originated in the ancient cultures of the Greeks, Hebrews, Christians, and Romans.	A. To develop and validate hypotheses regarding the beliefs of the ancient Greeks, Hebrews, Christians, and Romans, and to be able to state the logical implications thereof.
2. The Greek belief in the dignity of man derived from the conviction that man was capable of many achievements and that he should be permitted to develop his potentials as fully as possible.	B. Given analytical questions drawn from social science concepts and data about the Middle Ages to be able to state hypotheses about the nature of medieval political, economic, and social systems.
3. The Hebrew and Christian moral codes emphasized brotherly love.	
4. The Roman concept of the rule of law emphasized equality before the law, protection from arbitrary persecution by the state, and the presumption of innocence until guilt is proven.	
5. Students determine concepts of how medieval European political, economic, and social systems were organized, how they functioned, and how they differed from modern, more complex systems.	

II. THE DEVELOPMENT OF EUROPE

CONCEPTS	SUGGESTED ACTIVITIES
Events and movements from c.1300 to c.1800 changed the nature of European society, and major changes in attitudes, beliefs, political systems, the economy, and the social structure were brought about by these movements and events, namely:	
1. During the Renaissance, Europeans developed a secular attitude, developed an increased respect for individualism, and elevated humanism to its former stature.	A. Given the problem of describing the changes that took place in Europe between 1300 and 1800, and why they occured, to be able to ask analytical questions drawn from political science, economic, and sociological concepts as a prelude to forming hypotheses.
2. The Protestant Reformation weakened the authority of the Roman Catholic Church and established an intellectual atmosphere that encouraged freedom of thought.	B. Given hypotheses, to be able to develop hypothetical generalizations about the nature of the changes in Europe and be able to validate, modify, or abandon these hypotheses using the historical method of inquiry and available written and visual records.
3. The development of Parliament in England represents the growth of a political system based upon representative legislative and executive institutions within a constitutional government.	

CONCEPTS

SUGGESTED ACTIVITIES

4. The absolutism of Louis XIV exemplifies the centrally administered, bureaucratic governments that developed in Europe after the Middle Ages.

5. With the development of scientific thought in the sixteenth and seventeenth centuries, observation, experimentation, and reason replaced Divine Revelation, church authorities and Greek philosophy as the principal sources of truth.

6. A market economy in which the fundamental economic decisions are based on consumer demand developed in Europe.

7. During the eighteenth century, changes in British society resulted in the development of an economy based upon machines driven by nonhuman and nonanimal power, and that changes in human resources and an increase in capital resources made this economy capable of self-sustained growth.

8. A revolution in France attempted to incorporate and accelerate the changes that had been taking place over the past five hundred years, and that this revolution encouraged a more egalitarian social system, a spirit of nationalism, and the extension of more liberty to more people.

III. EUROPE AND THE WESTERN WORLD

CONCEPTS

SUGGESTED ACTIVITIES

Students will use the method of inquiry to reach conclusions regarding the following conceptual problems of equality, nationalism, totalitarianism, and cultural diffusion.

1. A belief in equality has been expressed throughout the history of western man.

2. To discover some of the definitions and justifications of equality developed by western philosophers.

3. To discover how westerners have tried to implement equality in their political, economic, and social arrangements.

4. To discover the definitions and justifications of nationalism formulated by modern western men, and to know how definitions of nationalism have varied from place to place and from time to time.

5. To discover some of the reasons why international tensions result in armed conflict, and to know the consequences of armed conflict for human beings.

6. Europeans have attempted to prevent armed conflict through balance of power, collective security, and a combination of these.

7. To discover the roots and nature of Communist totalitarianism as it is practiced in the Soviet Union.

A. Given documents relating to western ideologies, to be able to state what values are expressed or implied.

B. Given the values expressed by western idiologies and social science concepts, to be able to ask analytical questions about the relationship between these values and the nature of European political, economic, and social systems.

C. Given analytical questions regarding the relationihips between western values and western political, economic, and social systems and data about nineteenth and twentieth century Europe, to be able to state hypotheses about the ways institutions embody western values.

D. To be able to validate, modify, or abandon the above hypotheses. By now students should be familiar enough with the method of inquiry to write documented position papers to be given orally or in the form of research papers to be turned in.

E. After extensive directed classroom discussion, to demonstrate orally or literally the successes and failures of the balance of power principle.

CONCEPTS	SUGGESTED ACTIVITIES
8. To discover the nature of Nazi totalitarianism and its consequences for human beings.	F. After learning the facts about both, to be able to compare and contrast Nazi totalitarianism with Russian totalitarianism.
9. To discover how the ideas and institutions of the western world were diffused to the non-western world, and what effects this diffusion has had on the lives of Asians and Africans.	G. Discuss why and how western ideas and institutions were diffused to the non-western world. What have been some of the implications of this diffusion?

IV. RACE RELATIONS IN THE REPUBLIC OF SOUTH AFRICA

CONCEPTS	SUGGESTED ACTIVITIES
1. Apartheid is the official policy of racial separation in the Republic of South Africa.	A. Given historical and anthropological evidence about South Africa's racial and cultural groups, to be able to determine the values and unstated assumptions of these people.
2. Social scientists have identified four ways in which different racial and cultural groups resolve their differences.	B. Given the historical and anthropological data, to be able to identify areas of value conflict among these groups.
3. The South African government thinks of apartheid as an effective way to improve the lives of the Bantu people while many Africans strongly believe that apartheid is designed to deprive them of their human rights.	C. Given concepts drawn from political science, economics, and anthropology, to be able to ask analytical questions of the evidence.
4. No individual can predict accurately what the future holds for race relations in South Africa.	D. Given analytical questions, to be able to develop hypotheses concerning how these racial and cultural groups may or may not resolve their present differences.
	E. Given the above hypotheses, to be able to verify, modify, or reject them by an accurate evaluation of the evidence available.
	F. To be able to implement the inquiry approach through class discussion, position papers, or research papers.

V. RACE RELATIONS IN BRAZIL

CONCEPTS	SUGGESTED ACTIVITIES
1. Brazil has a reputation for racial democracy.	A. Given historical and anthropological evidence about the indigneous Indians of Brazil, the Portuguese settlers, and the African slaves, to be able to determine the institutions and values of these groups.
2. The culture of the indigenous Indian population was primitive by the standards of sixteenth century Portuguese settlers in Brazil.	B. Given an analysis of the institutions and values of the racial groups in Brazil, to be able to make hypotheses about which of four social processes-amalgamation, assimilation, accomodation, or extermination--will take place.
3. The political, economic, and social institutions of the Africans resembled Portuguese institutions.	C. Given data from sociologists and anthropologists, to be able to determine the validity of these hypotheses and to determine the degree to which Brazil is a racial democracy. Formal classroom debate might be used here. One side lists and defends arguments why Brazil is a racial democracy, and the opposition lists and defends reasons why Brazil is not a racial democracy. Both sides must document with reliable sources.
4. The plantation system, legal and religious values, and miscegenation tempered slavery in Brazil and contributed to racial harmony.	
5. Racial assimilation and amalgamation take place in Brazil, but racial prejudice and discrimination do exist there.	
6. Except at the highest and lowest levels of Brazilian society, race is one of many factors that help to determine Social class in Brazil.	

VI. ECONOMIC DEVELOPMENT IN INDIA

CONCEPTS	SUGGESTED ACTIVITIES
1. India is attempting to develop its human, natural, and capital resources in order to achieve economic growth.	A. Given historical and sociological evidence about India, to be able to determine traditional Indian values and attitudes.
2. Traditional values and attitudes based upon caste regulations. Hindu beliefs and practices and family structure serve as barriers to economic development.	B. Given data about India's human, natural, and capital resources and about programs of the Indian government for economic development, to be able to identify areas of conflict between traditional values and the demands of economic growth.
3. The British introduced Western Technology into India which promoted the growth of industry, cities, and a specialized, interdependent, money economy.	C. Given concepts drawn from political science, economics, sociology, and anthropology, to be able to ask analytical questions of the evidence.
4. The programs of the Indian government for economic development attempt to utilize and modify, but not to destroy, Indian traditions.	D. Given analytical questions and data about traditional Indian values and modern economic goals, to be able to make hypotheses about the impact of economic development on Indian society.
5. Industrialization and urbanization change traditional, social, and family structures and caste traditions.	

VII. TOTALITARIAN GOVERNMENT IN CHINA

CONCEPTS	SUGGESTED ACTIVITIES
1. Confucian values and traditional Chinese institutions endured for centuries in China.	A. Given evidence about imperial China, to be able to determine traditional Chinese values and institutions.
2. Western nations exploited China in the nineteenth century, which contributed to Chinese contempt for Western values but to Chinese respect for Western technology.	B. Given evidence about Communist China, to be able to determine the values and goals of the Chinese People's Republic.
3. The Kuomintang failed in its attempt to combine traditional Chinese principles with Western political, economic, and technological principles.	C. Given concepts from political science, economics, and sociology, to be able to ask analytical questions of the evidence studied.
4. The Chinese Communists reject traditional values in their attempt to change China from a traditional to an innovative society.	D. Given analytical questions and data about traditional and Communist China, to be able to develop generalizations about the nature of the changes in China and the reasons for these changes.
5. The methods that the Chinese Communist Party uses in promoting its ideology and in modifying Chinese values and institutions seem ruthless when compared to methods we use to officially promote political, economic, and social changes.	

EVALUATION

1. Is the student able to use scientific thought processes when working with social science data?
2. Is the student able to historically analyze, using scientific thought processes, the cultural heritage of the Western world and selected cultures of the world?
3. Is the student able, through the method of inquiry, to determine the values of Western culture?
4. Is the student able to illustrate the extent that early Western values are held today?
5. Is the student able to determine the problems resulting when traditional and change come in conflict in the modern world?

SUGGESTED REFERENCES I

The following written materials are specifically designed for average and high ability students using the inquiry approach. Some of the more capable low ability students will also be able to use some of these materials.

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Mitchell, Ralph, and T. Walter Wallbank. WORLD HISTORY: THE CLASH OF IDEAS. Glenview, Ill., Scott Forsman and Company, 1969

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SUGGESTED REFERENCES II

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Abramowitz, Jack. THE FOLLETT BASIC LEARNING PROGRAM FOR WORLD HISTORY
- Unit 1--THE ANCIENT WORLD AND THE MIDDLE AGES
- Unit 2--FROM THE MIDDLE AGES TO MODERN TIME
- Unit 3--THE RISE OF DEMOCRACY
- Unit 4--THE INDUSTRIAL REVOLUTION
- Unit 5--THE FRENCH REVOLUTION AND NAPOLEON
- Unit 6--THE EXPANSION OF DEMOCRACY
- Unit 7--NATIONALISM AND IMPERIALISM
- Unit 8--FROM WORLD WAR I TO WORLD WAR II
- Unit 9--THE WORLD SINCE 1945

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VISUAL AIDS

Holt Social Studies Curriculum Audio-Visual Kit. THE SHAPING OF WESTERN SOCIETY: AN INQUIRY APPROACH. New York, Holt, Rinehart and Winston, Inc., 1968

Holt Social Studies Curriculum Audio-Visual Kit. TRADITION AND CHANGE IN FOUR SOCIETIES: AN INQUIRY APPROACH. New York, Holt, Rinehart and Winston, Inc., 1968

See the CATALOG OF INSTRUCTIONAL MATERIALS FOR THE COOPERATING SCHOOL DISTRICTS of the St. Louis Suburban Area

See the Hazelwood Senior High library for appropriate supplementary audio-visual materials.

SAMPLE UNIT

ECONOMIC DEVELOPMENT IN INDIA

CONCEPTS

1. India's economic problems are centered around poverty and overpopulation.
   a. Until the 1950's India's population growth was about 1.25%.
   b. The present rate has increased to about 2%.
   c. The Indian government encourages birth control.
2. In principle the Indian economy is socialistic, in fact it is private.
3. India's economy segmented into organized and unorganized sections.
4. India's caste system is varied, complex and adaptable.

SUGGESTED ACTIVITIES

A. What hypotheses would you make about India's economic problems?

B. What analytical questions would you ask in order to investigate untouchability?

C. Questions to Investigate:
   1. What are the implications of untouchability for Indian society?
   2. What are the implications of untouchability for industrialization?
   3. If you were an Indian, how would you know what caste you were in?
   4. What difficulties will India's caste system make for developing industry?
   5. Do you think Hinduism would promote or impede economic development?

CONCEPTS

5. India's caste system is made up of vainas:
   a. Brahmas
   b. Kshatatniyas
   c. Vainyas
   d. Shudras
   e. Below these "clean" castes are the polluted or untouchables.

6. Hindu beliefs and practices are barriers to economic development.

7. Family structure serves as a barrier to economic development.

8. Industrialization and urbanization change traditional social and family structures and caste traditions.

SUGGESTED ACTIVITIES

D. What questions would you ask to help you use study of the Indian family to learn of the effects it would have on economic growth?

E. How would you compare the Indian family with your own?

F. Suppose you were a government planner. How would the Indian village political structure influence your strategy for bringing about change in the village?

G. Questions to Investigate:
   1. What economic problems did India face at the time of independence?
   2. What is the major difficulty that Indian economic planners face?
   3. How did Indian traditions retard economic growth in the villages?
   4. What resources needed for industry are scarce in India?

H. What analytical questions would you ask to study how India is trying to develop its agriculture?

I. What analytical questions would you ask to investigate the impact of economic changes on the life of the individual Indian?

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B. Evaluation

1. Do students understand that India's economic problems are centered around poverty and overpopulation?
2. Do the students understand the barriers that Hindu beliefs and practices provide to economic development?
3. Does the student understand how family structure serves as a barrier to economic development?
4. Can the student develop the idea that industrialization and urbanization change traditional, social, and family structures and caste traditions?

MISSOURI HISTORY
(One Semester-Elective)

OBJECTIVES

1. To understand the influence of the rivers, river valleys and the mid-continent location on the development of the state.
2. To learn about the culture of the Indians and the pre-historic peoples that lived in the geographic region now occupied by the state of Missouri.
3. To understand how the natural resources of the state have made industrial and agricultural development possible.
4. To become aware of the influence of key men and women on the political, economic, and social development of the state.
5. To enable the student to see that Missouri was the "Gateway to the West".

I. Geographic Regions and Periods of Early Settlement

CONCEPTS

1. Missouri has four distinct regions.

2. Prehistoric cultures have left evidence of life, according to archaeologists.

3. Missouri's location at mid-continent, at the confluence of the Missouri, Mississippi and Ohio Rivers has been and continues to be a major factor in the development of the state.

SUGGESTED ACTIVITIES

A. Label outline map of Missouri:
   1. Geographic regions
   2. Rivers
   3. Mountains

B. Arrange field trip to museum or historical points of interest. (Tour of Florissant historical homes, Bissel Home on Belle Fountain)

CONCEPTS

4. Europeans settled in various areas of what is now Missouri. France, Spain and the United States have each flown their flag over the territory.

5. Earliest permanent settlements in Eastern Missouri were made largely by French fur trappers and traders.

6. Early settlers faced typical problems of settlement:
   a. Establishment of Villages
   b. Government Policies
   c. Development of Economy
   d. Transportation

7. Missouri as a territory, was a part of the Louisiana Territory.

8. Settlements were a blend of cultures of the French, Spanish, English, and Indians.

9. Cultural influence affected religion, food, clothing, entertainment and education.

SUGGESTED ACTIVITIES

C. Present to class concurring United States history. (Example: 1776 English colonists rebelled--why didn't the French colonists rebel against the Spanish Government?)

D. Students write a letter to a friend in France. Consider yourself as a Creole in early Missouri. Describe your settlement, the economy, religion, education, and other cultural aspects.

E. Write a news item for a paper about the period, as though you were living at the time. This can be on medical practice, recreation, economy, or any phase of life applicable to the period.

F. Show film MISSOURI: GEORGRAPHY
Discuss film as to accuracy, in comparison with available text materials.

G. Have students to bring illustrations of areas of the state they have visited. Discuss the historic points of the area, and the geographic factors. What makes it industrial, agricultural and/or recreational?

H. Have students prepare reports from any of the sources listed below, or similar reference:

Briggs, Lyman J. and Kenneth Weaver. HOW OLD IS IT? National Geographic Magazine, Vol.CXIV August, 1958. pp.235-240.

Gregg, Kate L. ed. EXPLORERS IN THE VALLEY, Missouri Historical Review Vol. 39, April and July 1945. pp.354-388, 505-540.

Penn, Dorothy and Marie George Windell, eds. THE FRENCH IN THE VALLEY, Missouri Historical Review, Vol. XL, Oct. 1945; Jan., Apr., July 1946. pp. 90-122, 245-275, 407-430, 562-578; Vol. XLI Oct. 1946; Jan., April, July 1947, pp. 77-106, 192-216, 305-314, 391-399.

Rutledge, Wiley B., MISSOURI, CROSSROADS OF THE NATION, Missouri Historical Review, Vol. 38, Oct. 1943.pp.1-11.

Shoemaker, Floyd C., CAPE GIRARDEAU, MOST AMERICAN OF MISSOURI'S ORIGINAL FIVE COUNTIES, Missouri Historical Review, Vol. L Oct. 1955. pp. 40-61.

Holmes, Jack D. L., ed. A 1795 INSPECTION OF SPANISH MISSOURI, Missouri Historical Review, Vol. LV Oct. 1960. pp. 5-17.

Klein, Ada Paris, OWNERSHIP OF LAND UNDER FRANCE SPAIN AND UNITED STATES, Missouri Historical Review, Vol. XLIV April, 1950. pp. 274-294.

Klein, Ada Paris, THE FUR TRADE, Missouri Historical Review, Vol. XLIII July, 1949 pp. 360-380; Vol XLIV Oct. 1949, Jan. 1950, pp. 48-65, 168-178.

Kirkpatrick, R. L., PROFESSIONAL, RELIGIOUS AND SOCIAL ASPECTS OF ST. LOUIS LIFE, 1804-1816, Missouri Historical Review, Vol. XLIV July,1950 pp. 373-386.

Shoemaker, Floyd C., LOUISIANA PURCHASE 1803, AND THE TRANSFER OF UPPER LOUISIANA TO THE UNITED STATES, 1804, Missouri Historical Review. Vol. XLVIII Oct. 1953. pp. 1-22.

CONCEPTS

SUGGESTED ACTIVITIES

I. Read Violette and Wolverton, HISTORY OF MISSOURI
Bibliography;
Chapter 1 Geography and Early Inhabitants
Chapter 2 Early Explorations and Settlements
Chapter 3 During the Spanish Period
Chapter 4 Territorial Period
Chapter 5 War of 1812 in Missouri

II. GOVERNMENT AND ECONOMY

CONCEPTS

1. The government of the United States provided territorial government.

2. The variety of Missouri's social and commercial ties has prevented the state from presenting a clear sectional image.

3. Missouri has had a commercial and agricultural economy from its beginning.

4. The historical development of the state revolves about an axis formed by the Missouri River region in mid-state with St. Louis and Kansas City at each extreme. The major concentrations of population, economic wealth and governmental institutions are here.

5. Spanish land conflict, failure of United States to keep promise to territory, a desire for equality and an influx of politically active settlers were among the reasons for demands for statehood.

6. The slavery conflict influenced attitudes toward statehood and the Missouri Compromise.

7. Missouri was admitted to the Union subject to the Missouri Compromise and a Missouri Constitution.

8. The Missouri Constitution adopted in 1820 was patterned after the United States Constitution.

9. The Constitutional Convention of 1945 revised the old Constitution, providing for a more effective state and local govennment.

10. Missouri had an interest in Texas and participated in the Mexican War.

SUGGESTED ACTIVITIES

A. Study and then contrast the amount of self rule allowed Missourians during different classes of territorial government and statehood.

B. Present United States history when studying Missouri's bid for statehood. Why was the question of Missouri being free or slave an important national issue.

C. Study the Missouri Constitution of 1820. Point out similarities to those of other states. What are the differences? Especially consider sections dealing with slavery.

D. Report and Reading List:

Collins and Snider, MISSOURI, MIDLAND STATE
Chapter 7 Relation to the West
Chapter 8 Missouri's Part in the Mexican War
Chapter 9 Money and Banking

Violette and Wolverton, A HISTORY OF MISSOURI
Chapter 2 Missouri's Struggle for Statehood
Chapter 3 Banking, Trade and Railroads
Chapter 4 Growing Pains

Gordon, Joseph, POLITICAL CAREER OF LILBURN BOGGS, Missouri Historical Review Vol.LIII Jan. 1958. pp. 111-122.

McCandless, Perry, POLITICAL PHILOSOPHY OF THOMAS HART BENTON, Missouri Historical Review, Vol. L. Jan. 1956. pp. 145-158.

McCandless, Perry, RISE OF THOMAS HART BENTON IN MISSOURI POLITICS, Missouri Historical Review, Vol. L. Oct. 1955. pp. 16-29.

Gregg, Kate L., MISSOURIANS IN THE GOLD RUSH, Missouri Historical Review. Vol. XXXIX, Jan. 1945. pp. 137-154.

Carpenter, Clifford D. THE EARLY CATTLE INDUSTRY IN MISSOURI. Missouri Historical Review, Vol. XLVII. April, 1953. pp. 201-215.

Sunder, John, ST LOUIS AND THE EARLY TELEGRAPH. Missouri Historical Review, Vol. L. April, 1956 pp. 248-258.

E. Show filmstrip and tape, MISSOURI: LAND OF PLENTY.

F. Show film MISSOURI MEDICINE MAN-LIFE OF DR. JOHN SAPPINGTON.

G. Show filmstrip MISSOURI'S AGRICULTURE.

H. Use filmstrip and tape MISSOURI: GOVERNMENT.

III. INDUSTRIAL DEVELOPMENT

CONCEPTS

1. Missouri has considerable attraction for industry because of location, abundance of natural resources and the excellent transportation facilities.
2. Social and economic development in Missouri have moved progressively forward.
3. Slavery and secession became conflicting issues in Missouri which affected the state government extensively.
4. The Civil War resulted in several major battles within Missouri.
5. Education progressed in Missouri at about the same rate as other parts of the nation.
6. The welfare of the citizen of Missouri was evidenced by the institutions for education, mental and physical health and recreational and conservation programs in the state.

SUGGESTED ACTIVITIES

A. Show filmstrip MISSOURI'S MANUFACTURING.

B. Show filmstrip MISSOURI: UNDERGROUND RESOURCES.

C. Students report on the United States history--the slavery question, abolishionists societies, etc. Discuss how Missouri responded to the troubles in the nation.

D. Explain the Dred Scott Case. Two students may present the case for and against Dred Scott.

E. Arrange a debate: Resolved: Secession is unnecessary in a Democracy.

F. Explain the relationship between BLEEDING KANSAS and POPULAR SOVEREIGNTY.

G. Report on conditions within Missouri during the Civil War.

H. Draw a map of the United States showing the Confederacy, Border states and the Union.

I. Reading sources:

Globe Democrat supplement THE CIVIL WAR IN MISSOURI, April 16, 1961.

Collins and Snider, MISSOURI MIDLAND STATE.
Chapter 10 Slavery in the State
Chapter 11 Missouri in the Civil War
Chapter 12 Reconstruction

Violette and Wolverton, A HISTORY OF MISSOURI
Chapter 5 Civil War
Chapter 6 Reconstruction

Castle, Albert, THE BLOODIEST MAN IN AMERICAN HISTORY. Vol. XI Oct. 1960. pp. 22-25, 97-99. American Heritage.

Culmer, Frederic A. BRIGADIER SURGEONS JOHN W. TRADERS' RECOLLECTIONS OF THE CIVIL WAR IN MISSOURI. Missouri Historical Review. Vol. XLVI July, 1952 pp. 323-334.

Kirkpatrick, Arthur, MISSOURI IN THE EARLY MONTHS OF THE CIVIL WAR, Missouri Historical Review, Vol. LV April, 1961, pp. 235-266.

Huling, Polly, MISSOURIANS AT VICKSBURG, Missouri Historical Review, Vol. L. Oct. 1955 pp. 1-15.

Kirkpatrick, Arthur, MISSOURI ON THE EVE OF THE CIVIL WAR. Missouri Historical Review, Vol. LV Jan. 1961.

Merkel, Benjamin G. THE ABOLITION ASPECT OF MISSOURI'S ANTI-SLAVERY CONTROVERSY 1819-1865. Missouri Historical Review Vol. XLIV April 1950 pp. 232 253.

Parrish, William E. TURBULENT PARTNERSHIP--MISSOURI AND THE UNION, University of Missouri Press.

IV. ROLE OF MANY KEY MEN AND WOMEN IN MISSOURI HISTORY

CONCEPTS

1. The outstanding political and military personages were Thomas Hart Benton, General John J. Pershing, Richard C. Bland, and Harry S. Truman.

2. Contributions to the social welfare and well-being of society in literature, medicine, art, and engineering are a continual process.

3. Examples of famous contributors to Missouri are Samuel Clemmens, Harold Bell Wright, Joseph Pulitzer, Thomas Hart Benton, James Buchanan Eads, George Washington Carver, and Thomas D. Dooley.

SUGGESTED ACTIVITIES

A. Assign readings or reports from: Collins, HERO STORIES FROM MISSOURI.

Jacobs and Wolverton, MISSOURI WRITERS

Baldwin, Helen, and others, HERITAGE OF ST.LOUIS

Dysart, Marjorie, MISSOURI'S NAMESAKES OF THE NAVY, Missouri Historical Review Vol. L. April 1956. pp.225-234.

Collins and Snider, MISSOURI MIDLAND STATE Chapter 22 MISSOURI AND MISSOURIANS
   1. Individual leaders
   2. Distinction in the Arts
   3. Engineers and Scientists
   4. Educational leaders

B. Study of current personalities in the state. Example: Governor and other state officials, United States Congressmen, and local officials.

C. Using current newspapers, study policies and problems of the state.

D. Have students make notebooks of Missouri Today--either general or on specific topics--for example, political action, recreation, education, etc.

E. Assign readings of literary work by Samuel Clemmens.

F. Bring or ask students to help find pictures concerning the state capitol--post cards are a source.

G. Show filmstrip (with tape) MISSOURI'S FIGHTING ARTIST. Examine the life and background of George Caleb Bingham.

H. Show film MARK TWAIN. Show his life as steamboat pilot, journalist, lecturer.

I. Encourage visits of Mark Twain's home.

EVALUATION

1. Do students understand the importance of the rivers and mid-continent location in the development of the state?
2. Do students understand the culture of the Indians and the prehistoric peoples that lived in the geographical region now occupied by the state of Missouri?
3. Do students understand how the natural resources of the state have made industrial and agricultural development possible?
4. Do students understand the influence of key men and women on the political, economic, and social development of the state?
5. Do students know that Missouri was the Gateway to the West?

STUDENT REFERENCES

Baldwin, Helen, and others. HERITAGE OF ST. LOUIS. St. Louis: St. Louis Public Schools, 1964

Battaglia, Elio Lee. THE FACE OF MISSOURI. Columbia: The University of Missouri Press, 1960

Brown, Andrew Theodore. FRONTIER COMMUNITY. KANSAS CITY. Columbia: University of Missouri Press, 1963

Collins, Earl, and Snider, Felix. MISSOURI: MIDLAND STATE. Cape Girardeau: Ramfree Press,1961

Collins, Lloyd A. HERO STORIES FROM MISSOURI. St. Louis: State Publishing Company, 1956

Coyle, Elinor Martineau. OLD SAINT LOUIS HOME--THE STORIES THEY TELL. St. Louis: The Folkestone Press, 1964

Coyle, Elinor Martineau. ST. LOUIS--PORTRAIT OF A RIVER CITY. St. Louis: The Folkstone Press, 1966

Garwood, Darrell. CROSSROADS OF AMERICA: THE STORY OF KANSAS CITY. New York: W. W. Norton and Company, Inc., 1948

Hall, Leonard. COUNTRY YEAR-A JOURNAL OF THE SEASONS AT POSSOM TROT FARM. New York: Harper,1957

Jacobs, E. L., and F. E. Wolverton. MISSOURI WRITERS. St. Louis: State Publishing Company,1955

Karsch, Robert F. THE MISSOURI CITIZEN. St. Louis: State Publishing Company, 1962

Karsch, Robert F. UNDERSTANDING THE MISSOURI CONSTITUTION. St. Louis: State Publishing Company 1963

Larkin, Lew. VANGUARD OF EMPIRE--MISSOURI'S CENTURY OF EXPANSION. St. Louis: State Publishing Company, 1961

Meyer, Duane. THE HERITAGE OF MISSOURI. St. Louis: State Publishing Company, 1963

Parrish, William E. TURBULENT PARTNERSHIP--MISSOURI AND THE UNION. Columbia: University of Missouri Press,_____

Shoemaker, Floyd C. MISSOURI--DAY BY DAY. Vol. 1. Columbia: State Historical Society, 1942

Shoemaker, Floyd C. MISSOURI--DAY BY DAY. Vol. II. Columbia: State Historical Society, 1943

Violette, E. M., and Forrest Wolverton Jr. A HISTORY OF MISSOURI. St. Louis: State Publishing Company, 1955

PAMPHLETS AND OTHER REFERENCES

MISSOURI HISTORICAL REVIEW. Missouri Historical Society, Columbia(Current and back issues)

MISSOURI HISTORICAL BULLETIN. Missouri Historical Society, Columbia(Current and back issues)

Brown, David. THE CIVIL WAR IN MISSOURI. Globe Democrat, April 16, 1961

Dickinson, Margaret L., ed., MISSOURI VOTERS' HANDBOOK. League of women voters of Missouri, 1958

_____Know Your County--ST. LOUIS. League of women voters of Missouri.

Material on Missouri is scarce. Any material that becomes available after examination should be ordered.

FILMS

Missouri Becomes a State
Missouri Capitols
Missouri Courts-Part One
Missouri Courts-Part Two
Missouri's Bill of Rights
Governors Mansion
Missouri Medicine Man--Life of Dr. Sappington
County Government
Time and St. Louis
St. Louis, Big City
Missouri-A Living Portrait
Missouri Constitution (Filmstrip with record and/or tape)

Landmarks in Missouri History Series A-Filmstrip and records as follows:

The Struggle for Statehood
The Long Night of War
A Land Called Louisiana
A Town Called Kansas
Missouri's Fighting Artist
A Lion is in the Senate
A Fort on the Mid Missouri
Missouri Medicine Man
The Twilight of an Ancient People
They Called it Reconstruction

SAMPLE UNIT

THE CIVIL WAR IN MISSOURI

CONCEPTS

1. Missouri's Admission to the Union evolved around the issue of slavery.

2. Slavery and secession were conflicting issues that affected the state government extensively.

3. The issue of secession was a question of both state and national concern.

4. To understand the diffuculty in having an effective state government when the people of the state were themselves divided on the question of secession.

5. The significance of the battles of Wilson Creek and Pea Ridge relative to keeping Missouri in the Union should be acknowledged.

6. To comprehend the dilemma of law and order vs. individual freedom as exampled in Order No. 11.

7. To understand that Emancipation was the major political issue in Missouri.

8. To appreciate that the Civil War was neither won nor lost in Missouri.

SUGGESTED ACTIVITIES

A. Divide the class into two groups. Group One will defend the Claiborne Jackson thesis about Missouri's role on the question of secession. Group Two will support the Robert M. Stewart contention or hypothesis that Missouri should remain in the Union.

Debate the issue: Should Missouri secede from the Union?

B. Students will review various battles that occurred relative to the Civil War and determine which conflicts were most decisive (of the battles west of the Mississippi) in determining Missouri's status in the Civil War.

C. Beginning with the premise that the union forces controlled the state have the students discuss the following problems faced by the Gamble Government:
1. November elections
2. Deteriorating economy
3. Maintaining order in the state
4. Gaining the support and loyalty of the majority of the people.

D. Students will study the relative merits of the Peculiar Institution and briefly trace the origin of slavery in Missouri. What grounds for the abolition of slavery were offered by those people who opposed human bondage? What efforts were made to appease the slave holders in the state? What was the Radical attitude toward the slave question?

E. Have students compare General Ewing's drastic order with other proclamations issued by other leaders in other times and places. Stimulate students ability to draw analogies and evaluate the relative strengths of these types of arbitrary orders.

F. Students will compare the major political, sociological, military and economic conflicts, that occurred in Missouri with some of the key clashes that happened east of the Mississippi River. Students should understand that Missouri's role in the Civil War should be considered in relation to the role played by other states and regions.

G. Explain Dred Scott Case.

H. Two students present in debate form: the case for and the case against the freedom of Dred Scott.

I. Debate issue: Secession is Unnecessary in a Democracy.

J. Report on conditions within Missouri during the Civil War.

K. Draw a map of the United States showing the Confederate, the border states and the Union.

L. Read Globe Democrat supplement THE CIVIL WAR IN MISSOURI, April 16, 1961.

LEVEL TEN

WORLD GEOGRAPHY (Two Semester--Elective)

Geography at the secondary level prepares the student to better understand the other social science disciplines and national and international events. Without this geographic background, the student has little conception of the stage on which man plays his economic, sociological, political and historical role.

OBJECTIVES

1. Develop skill in the use of geographic tools such as intelligent use of maps and globes, use and application of geographic statistics, and effective use of library materials.
2. Recognize and understand the pattern formed by the distributions of physical and cultural phenomena.
3. Develop the concept of the interdependence of people and areas.
4. Understand the significance of the natural environment as a setting for human activity.
5. Develop an understanding of the significance of location and the uniqueness of different places on the earth.
6. Develop the ability to think geographically so that the student will be able to perceive and identify the geographical elements of the world around him.

I. DISTRIBUTION AND CHARACTERISTICS OF WORLD POPULATION

CONCEPTS	SUGGESTED ACTIVITIES
1. The population of the world is unevenly distributed by continent and within individual political units.	A. Make a bibliography of sources of population data in the library. B. Construct visual devices to show either relative percentages of the world population in various continents or the absolute population.
2. There are significant differences in the density of population over the world within the population clusters as well as the population voids.	C. Compile a list of the various ways (atlases, books, etc.) to show population distribution. D. Make a rank listing of the countries of the world according to their population.
3. The population of the world has been growing at an accelerating rate although the rate of increase varies from one part of the world to another.	E. Make a scatter diagram where the vertical axis is the population and the horizontal axis is the rank. F. Calculate the densities of various countries of the world and separate them into categories and compare this to the absolute population map.
4. The people of the world live in various kinds of settlements from one part of the world to another and within individual political units; however, an ever greater absolute number, as well as relative percentage of people, are living in urbanized areas.	G. Make a rank listing of the countries of the world according to their densities. H. Compare this listing with the ranking by population and see if the lists are similar or reversed, or if there is no relation. I. Construct pie charts showing the relative share of the world's population by continent at various times during the past, the present, and estimates of the future. J. Report on the problem of defining what is an urban area. Is it based on size or function? K. Make a list of the basic types of commercial activities likely to be carried on in a small rural village. L. Calculate the percentages of people living in cities over 100,000 for a selected list of countries.

II. THE EARTH'S RESOURCES IN RELATION TO WORLD POPULATION

1. The earth's resources (landforms, climate, vegetation, soil, water, and minerals) are closely interrelated.	A. Use a world physical map and one showing the prevailing winds of the world to find: 1. Two locations in the northern hemisphere where mountain ranges stand against: The prevailing Southwest Westerlies The Northeast Tradewinds
2. The complexity of any one of the earth's resources (e.g., landforms, climate, soil, minerals, water, wild plants and animals) can be made more understandable by dividing a particular resource into a relatively few classes.	B. Use world maps showing geology, relief, agriculture and mineral resources to make correlations about various types of rocks.
3. Man's appraisal of the earth's resources varies according to his cultural heritage and technology.	C. Compare the world vegetation map with the world map of rainfall. Make correlations between type of vegetation in relation to annual precipitation.

CONCEPTS	SUGGESTED ACTIVITIES
4. The advancement of our civilization to its present level, is correlated with improved technology and greater utilization of the earth's resources, especially the mineral resources.	D. Discussion questions directed to class: 1. How does the climate of St. Louis differ from the climate of northern Alaska, or of the Sahara of Africa, or of the upper Amazon of South America? 2. How do we know the climatic elements differ in these places?
5. Knowledge of the gross distributional pattern of the earth's resources, plus an awareness of the interrelationships between man and the earth's resources, will provide valuable insights for understanding man's distribution on the planet Earth.	E. Distinguish one from the other: harbor, port, hinterland. F. Referring again to the dry summer, subtropical, or mediterranean type of climate, name and locate the five main areas where this type of climate is found. G. In what ways has technology made it possible for man to live better and more safely in the Tropics where high temperature prevail? H. Why are the different classes of landforms unequally preferred for man's occupancy? I. Make a study of some metal producing area, their densities of population, the production mined and their destinations.

III. ECONOMIC ACTIVITIES IN RELATION TO WORLD POPULATION

CONCEPTS	SUGGESTED ACTIVITIES
1. Since food is man's most essential need, everyone of the world's billions has some concern about food production. Some densely populated areas such as India and China scarcely produce enough food for their own people, yet they produce other materials for export such as cotton and soy beans. Most of the people in densely populated industrial areas produce little food, but engage in other activities to supply their needs. Some sparsely populated areas such as the Pampa and the Great Central Lowland of North America use a minimum of labor to produce great surpluses of food supplies.	A. Locate some areas of subsistence agriculture: 1. Relate these areas to density of population. 2. Relate these areas to stage of culture. B. Locate five areas of extensive farming: 1. How are these related to density of population? 2. Where do the surpluses go? 3. Find five areas of intensive farming. 4. Are these areas densely populated? How many crops may be grown on the same plot of ground in one year? What must be done to the soils in order to produce several crops in one year? C. General farming is practiced in northeastern United States and western Europe. D. Can any type of soil grow any type of crop. E. Why are most agriculture areas in plains regions? F. List the materials and their sources that go into the manufacture of an automobile. G. As an example of processing, list all the products obtained from a steer after he is slaughtered. H. Locate the great iron and steel manufacturing areas in the world. List the big steel companies of the United States. What was "Pittsburg Plus"? I. Trace the history of the textile industry from "homespun" to nylon. 1. What effect have synthetic fibers had on the production? Why? 2. Where are the principal areas of silk production? Why? J. List various types of chemical products. K. Take field trip to local factory. L. Invite a representative from a company or factory to discuss problems of industrial development. M. Assemble samples of raw materials that go into the making of a local manufactured product. N. Debate subject related to manufacturing, as: Laborers should be paid an annual wage rather than be paid on an hourly basis. O. Trace on an outline map of the world: 1. The most densely populated areas 2. The principle manufacturing regions 3. The world's ocean trade routes.
2. With the development of the European Industrial Revolution, many people found employment in manufacturing and processing, thus using their income to purchase their essential needs. (This encouraged urbanization and permitted a great concentration of people having a higher state of material culture than had been possible by farming activities. Only a small percentage of the world's population, however, participate in manufacturing and processing activities.)	

CONCEPTS	SUGGESTED ACTIVITIES
3. World trade--international trade--involves the distribution of surpluses produced in different areas to various other consuming regions. (The greatest trade both in volume and value takes place between northeastern North America and northwestern Europe two densely populated areas each having a high state of industrialization. Sparsely populated areas may trade with densely populated areas--principally the movement of raw materials from the former in exchange for manufactured goods from the latter.)	P. Why should there be a great amount of north-south traffic: In the United States? In the Western hemisphere? Between Europe and Africa? Q. The greatest wheat exporting nations are the United States, Canada, Australia and Argentina. R. Study the wheat producing regions with respect to population density in each nation. S. Where does the wheat go from each nation? T. On a world outline map, show the international trade in cane sugar. U. Prepare a report on "The European Common Market and Its Influence on International Trade." V. Trace the history of ocean travel from the earliest known vessel to the modern liners or freighters. W. Study pipeline transportation. Prepare a report on its present use and future possibilities. X. Study inland water transportation. Y. Prepare a report on "The Significance of the Great Lakes to the United States and Canada." Z. Discuss the significance of "The 'Pegged' Price of Gold". AA. On a world outline map, locate the iron producing regions and the iron and steel manufacturing regions. BB. Prepare an article on the shipment of ore from Kurnavaare to market; or an article on the shipment of ore from Itabira to market. CC. Study the lumber production of USSR. DD. Africa has a variety of mineral resources. Explain the pattern of exploitation of resources at the present time. What of the future? EE. Study the relationships between densely populated areas and the development of the fishing industry. FF. Correlate semiarid climate with vegetation, nomadism and density of population.
4. With the exception of agriculture, the other major primary activities of hunting, fishing, herding, lumbering and mining are associated with areas of sparse population. Secondary, tertiary, and quarternary activities normally are to be found more closely associated with dense populations and with higher standards of living.	

IV. DELINEATION OF WORLD REGIONS

CONCEPTS	SUGGESTED ACTIVITIES
1. Regions are divisions of the earth's surface having some particular unifying characteristic. The boundaries of a region may be either well defined or zones of transition	A. Have the class make two lists of regions. One, a list of regions that have exact, well-defined boundaries and second, a list of regions which are less well-defined.
2. The delineation of regions may be based on natural phenomena, human activities, or a combination of the two.	B. Have the students try to think of all the types of regions and regional boundaries that are applicable to them. For example, the political units of which they are a part; i.e., city, county, state, etc; the telephone exchange and area code region, zip code region, directional region, i.e., Midwest, South, etc.
3. There are two kinds of regions based upon the nature of the region itself. One is uniform and one is nodal or focal.	C. If in a larger city, the students could make a map of the focal points (shopping centers) where their families go to make purchases.

V. THE SOVIET UNION

CONCEPTS	SUGGESTED ACTIVITIES
1. The Soviet Union, a country which ranks first in geographic size and third in population, is one of the world's two great super powers.	A. Have students work out the average population density of the Soviet Union. (Divide the total population by the total area.) How does the result of about 27 per square mile compare with other nations of the world; i.e., Great Britain, Netherlands, China, Japan, United States, Canada Australia? How can one explain the variation from country to country?

CONCEPTS

2. Most of the Soviet people are Slavic; but, many minority groups exist and the fifteen Soviet Socialist Republics represent an attempt to recognize this ethnic diversity.

3. In spite of the Soviet Union's tremendous size, much of the land is sparsely populated. Most of the people live within a triangular area extending from Leningrad to Odessa and tapering eastward to beyond Lake Baikal.

4. The population triangle represents the agricultural and manufacturing heartland of the Soviet Union.

5. The distribution of Soviet population, the economic growth, and the existing trade patterns cannot be fully understood without considering the historic background, the political philosophy, and the effect of expanding technology.

SUGGESTED ACTIVITIES

B. Assign the following problem: How many time belts does the Soviet Union possess? Have students explain why there are eleven time zones by showing the relationship between 15 degree of longitude and one time belt.
C. How can you explain the presence of the Great Russian from western Soviet Union all the way to Vladivostok?
D. How does the Soviet method of dividing the country into political units compare with that of the United States? Which do you think is more logical?
E. Both the Soviet Union and the United States are composed of people with varied ethnic backgrounds. From your knowledge of both countries, do you think that the idea of a "melting pot" can apply equally well to both? Why or why not?
F. Have students write a report on a selected Soviet Socialist Republic.
G. What are some problems of Soviet agriculture? Can they be solved?
H. What area of the world is most like the best agricultural regions of the Soviet Union?
I. Where are the Soviet Union's major deposits of minerals and where are the major sources of power? What problems does Russia encounter in using them? (Many resources in East and most of population in West.)
J. Where are the major industrial regions of the USSR?
K. What are the advantages and the disadvantages of a politically controlled economy?

VI. EAST ASIA

CONCEPTS

1. Japan, about the size of California in area, is one of the most densely populated countries in the world.

2. Japan's agriculture is very intensive and highly productive. (Farms generally are small but the large applications of labor, skill, and capital result in a large output per acre.)

3. Japan's economy is highly industrialized and her population is highly urbanized.

4. Mainland China—750 million people--is the most populous and third largest country in the world and will perhaps double in population the next fifty years.

5. Mainland China is predominately an agrarian society with 80% of the people involved in producing food --leading the world for example, in the production of rice, barley, and hogs. Because of the large areas unsuited to agriculture, most of the people are concentrated on or near the agriculturally favored areas near the eastern coasts.

SUGGESTED ACTIVITIES

A. Study the large Sculptural Relief Map of Japan. Note the pattern of coastal lowlands and cities. Does this arrangement tend to follow any geographic pattern? Explain.
B. Draw a picture of a Japanese farm (rectangular diagram will do) showing buildings and field space devoted to each crop.
C. Compare a picture of a Japanese farmhouse with one in the Siberian Taiga. Note the difference in the use of materials used in construction. Why this difference?
D. On a world relief map study China's geographic position. How does Mainland China compare in latitude with the United States? Does China have a two-ocean frontage as has the United States? Does the western interior position suggest why her western lands are so dry? Explain.
E. In order to compare the three climatic types of eastern China (humid continental, humid subtropical, and monsoon tropical) refer to climatic statistics for either Peking or Tienssin (North), either Wuhan or Shanghai (Central), and Canton (South). How does each compare in (a) Total annual rainfall, (b) length of growing season, (c) the all-time temperature, and (d) the all-time low reading?
F. How did the farm picture change when agriculture communes were set up? Why did discontent develop among the farmers?

CONCEPTS	SUGGESTED ACTIVITIES
6. China apparently has the necessary raw materials to be a major industrial power, but to date, capital accumulation, technological skills, and transportation sytems have been of such a primitive nature that industrialization has been slow to develop.	G. On the basis of China's mineral resources, do you think that she could become a heavily industrialized country? H. Read about the native peoples of this island before the recent development took place. Earlier Chinese called them Sheng-fen or wild men of the mountains. Why? What particular custom did these people have that caused them to be feared by Chinese and Japanese alike? What is their status today?
7. The National Republic of China is small in size, dense in population, and yet is comparatively high by Asiatic standards of living.	

VII. SOUTHEAST ASIA

CONCEPTS	SUGGESTED ACTIVITIES
1. The 200,000,000 or 75% of the people of Southeast Asia are unevenly distributed on islands and peninsulas, being concentrated mainly on alluvial plains and fertile slopelands. Seventy-five percent are farmers and only 12% to 15% live in cities, usually one major urban center in each political unit, thus relatively isolated.	A. How much time do people of Southeast Asia need to spend to obtain shelter and clothing? B. When did Southeast Asia become important in world history? C. Why is this area so lacking in political unity? D. Why are the political units and major urban centers relatively isolated? E. Compare the maps of population density with the soil fertility. F. Compare the map of rubber producing areas with a relief map. G. List 8 to 10 products obtained from the natural forest. Correlate the forest with the climatic conditions. H. Relate the tin producing areas to the Tenasserim Mountains. I. How are the oil producing areas related to the mountains and plains? J. In the development of bauxite, what kind of bedrock is essential; what kind of climatic conditions have been necessary to produce bauxite? K. Relate the tin, oil, and bauxite producing areas to ocean transportation; to ocean ports. L. Study the development of the Malays as a product of the amalgamation of Mongoloid, Caucasoid, and Negroid stock. M. How does it happen that the Chinese control most businesses and commercial activities? With the rise of nationalism, what will happen to the minorities if each host country insists that the resident aliens become citizens or return to their "homeland"?
2. Tropical conditions of high temperatures and abundant rainfall with the major populated area close to ocean waters have contributed to make this the most important area of tropical plantation agriculture in the world.	
3. Geographically, mountain ranges and volcanic peaks rise above sea level to create the many peninsulas and islands along whose shores the majority of people live.	
4. Since Southeast Asia has no underlying unifying factor, they are now experiencing the "growing pains" of nationalism, caught between the ideologies of democracy and communism.	

VIII. THE MIDDLE EAST

CONCEPTS	SUGGESTED ACTIVITIES
1. The Middle East, centrally located between Europe, Africa, and much of Asia, has a "crossroads" characteristic where centuries of traffic between clashing civilizations have left their influence.	A. On an outline map of the area (map may be traced from another map) print names of countries, seas, and larger rivers. Locate some of the old trails that show the Near East to be an area of trade routes and crossroads. B. Why is the location of the Suez Canal important? C. What is meant by the reference to the Strait of Gibraltar as a strategic position. D. What seems to be the basic cause of 14 wars between Turkey and the Soviet Union? E. Give what you concluded is the leading factor in Israel's frequent difficulties with her neighbors. F. How are the cities and the trade routes related? G. Why have certain occupations, as pastoralism, changed so little through the ages? H. What seems to be the critical factor in land use? I. How do you account for the low standard of living among a large percentage of the people?
2. Dryness is a common characteristic of this region. Water especially holds the key to life in this area and ground water tables are responsible for the only clusters of dense population.	
3. The food producing activities of this area are influenced by the dryness of the region. Agriculture is almost totally dependent on irrigation.	

CONCEPTS	SUGGESTED ACTIVITIES
4. The religions of Islam, Judaism, and Christianity arising in this region have played a vital role in its own and in other world cultures. (The entire world has been affected by these religious beliefs.)	J. How is modernization affecting the nomadic element? Explain. K. Do you think modernization will crowd pastoralism out rather rapidly or will that occupation continue on a rather large scale? L. What has brought about a relatively lower evaluation of this general area? M. What peculiar home type has proved practical for the nomads? N. How have the oases become more important than in early times? O. How has the soil been greatly damaged through practices of the past ages? P. How would practices in conserving soils in the Middle East necessarily differ from these practices in Missouri? (Consider wind and water especially.) Q. Considering the natural environment of the Middle East, does it seem logical that Islam became the major religion of that area? R. What human element has seemed to fit best into the religion of Mohammed? S. How did the Moslems spread their religion so rapidly? T. What attitude toward means of survival tends to develop among people subjected to extreme hardship and hunger? U. Suggest some reasons for the extreme Arab opposition to Israel--historically and present day.
5. The world's greatest oil reserves are in this region and the consequent large exports of oil are of important significance to the rest of the world.	
6. The Industrial Revolution is only beginning to appear in this region. The process of change has been very slow in the Middle East--Israel being the exception.	

IX. AFRICA

CONCEPTS	SUGGESTED ACTIVITIES
1. Africa is the only continent experiencing a comparable zonation of climates from the Equator poleward to the subtropical latitudes. This zonation accounts for a similar zonation in natural vegetation and soils.	A. On an outline map of Africa, make a simple Ethnic Group Map. B. Note the northern limits of the Bantu and construct a "Bantu Line". C. Compare this map with maps on climate and natural vegetation. This will give an excellent idea as to the environment of each group D. Why were Europeans so interested in plantation development in tropical Africa? What geographic conditions favor the growing of bananas, palm nuts, cacao and cotton? Study an Economic Atlas to see if these commodities are produced within the same regions of Africa. (Compare maps of bananas, palm nut, cacao and cotton production and see if in Africa they overlap.) E. Likewise, study geographic conditions that favor the growing of coffee, tea, sisal, and peanuts. Do these areas of production overlap in Africa? F. Refer to an Economic World Map for Africa's major minerals and areas of production (Oxford World Economic Atlas). Name four areas of importance in mineral production. G. What indirect effects (favorable or unfavorable) does mining have upon: 1) agriculture, 2) transportation, and 3) general living conditions? H. Subjects for reports (oral or written). Let students select one of the following topics: "Mairobi, Favored City of Kenya" "Johannesburg, South Africa's City of Gold" "The Katanga, Wealth in Copper" "Kano, Walled City of Sudan" "Rwanda-Urandi, Isolated Land" "The Niger, River of Western Sudan" "South Africa's Game Preserves" "The Tsetse Fly, Its Effect Upon Land Settlement"
2. Living as tribal units in different types of environment, African people have never been united as natural units and have difficulty in working together. (Colonial and missionary diversity has also not contributed to African unity.)	
3. Although Africa lies close to Europe, barriers to transportation such as falls and rapids on its rivers, steep outfacing escarpments of its plateau mainland, and large expanses of waterless desert and impenetrable jungle, held back the early efforts of explorers, missionaries, prospectors, and traders to reach its interior.	
4. Once opened, six major European powers struggled for control of parts of Africa, with only Liberia and Ethiopia remaining as free and independent people.	
5. European colonialism resulted in a flow of primary products from African forests, mines and plantations to European ports in exchange for European manufactured goods.	
6. With great potentials in minerals, lumber, agriculture and other raw materials, African people are now experiencing agriculture, industrial, technological and social revolutions as well as problems arising from political independence and reorganization.	

CONCEPTS

SUGGESTED ACTIVITIES

I. Construct a table listing the new, independent states of Africa south of the Sahara, using a separate column for each of these headings in your table:
   Name of the new state
   Date of independence (year)
   Name of present ruler or chief executive
   Capital city of each state
   Area in square miles
   Total population
   Population density per square mile
   Major products--forest, farm or plantation or ranch mineral
   What patterns can you determine?

EVALUATION

1. Is the student able to intelligently use geographic tools such as maps, globes, graphs and library materials?
2. Does the student understand the importance of the interdependence of people and nations?
3. Is the student able to understand the importance of the pattern formed by the distributions of physical and cultural phenomena?
4. Is the student aware of the significance of the natural environment as a setting for human activity?
5. Is the student able to think in geographical terms?

SAMPLE UNIT

LATIN AMERICA

Latin America is a large cultural region--so named because its culture derives in large measure from Latin Europe--that consists of South America, Mexico, Central America, and the West Indies. Although no single culture exists, there are many features of Latin American cultures that are common and discernible in most parts so that the region stands in contrast to that of Anglo-America, which has its primary cultural roots in northwestern continental Europe.

The population of Latin America is increasing at a faster rate than in any of the other world regions, and this great population increase is compounding the economic, social and political problems; inasmuch as large areas are still considerably underdeveloped. In attempting to achieve a more satisfactory status, Latin America's economy is rapidly expanding and there are excellent prospects for sustained and accelerated growth that could provide for this rapid population growth and increase the standard of living. The future of Latin America and Latin American countries is dependent upon the way these problems are met and solved.

I. Latin America is a large cultural region possessing vast areas which are sparsely populated, but the population is increasing at a faster rate than in any other world region.

CONCEPTS

1. Latin America has a total land area of about 8.6 million square miles (approximately 1/6 the earth's land area), a latitudinal extent of about 85° and a longitudinal extent of about 82°.
2. The UN estimated mid-1966 population at 253 million, giving a density of about 30 to a square mile.
3. The 3% annual rate of population increase will double the population in twenty-four years.

SUGGESTED ACTIVITIES

A. What are the NORTH to SOUTH extent and the maximum EAST to WEST extent in miles. COMPARE these findings with the other regions studied. Evaluate these findings. (What conclusions can be drawn?)
B. Invert a map of Latin America and superimpose it on a map of Anglo-America, lining up the parallels and meridians. What comparisons can be drawn as to extent, position, climatic types, areas of concentrated population and relative empty areas?
C. In 1950, the population of Latin America and the United States were about the same. Use a graph to plot the population of these two areas from 1850 to 1900, for each decade, through 1960; then for 1965 and the projected population for 1970 and 2000. Compute the rate of annual increase for each period. Write a summary of your findings.
D. STUDY maps which show distribution of population, temperature, rainfall, climate, and physical features. Determine the role of the natural environment in the distribution of population.
E. STUDY maps which show the extent of the ancient Indian empires and the location of their capitals, those which show the Spanish viceroyalties and the capitals, and those which show natural boundaries and capitals. Show whether the cultural environment has contributed to the present distribution of populations. What role did the fazendeiros (large estate holders) play in establishing the population pattern of Brazil?

F. STUDY a recent reliable source of statistics. List the ten major cities of Latin America and the ten major cities of Anglo-America. Plot these cities on a map of the Western Hemisphere, and show the distance between these cities. Determine the best modes and routes of travel between these cities. Does Latin America have a counterpart to New York, Chicago, St. Louis, New Orleans, Denver, or SanFrancisco? Does Latin America have any problems with respect to interstate trade? Trade within the region? International trade?

G. The political divisions of Latin America vary in size from Brazil, which is larger than count-erminous United States, to the Panama Canal Zone, 50 square miles in area, which is under United States control. After selecting Latin American states to represent each size group, then write the name of the Latin American State within the boundary of the other state. Compare the economic and political significance of these pairs of states.

II. A significant number of the countries of Latin America have an economy that revolved around one or a very few raw materials or food commodities.

CONCEPTS

1. Latin America produces a small number of key minerals, including petroleum, bauxite, copper, tin, nitrate, sulfur, silver, and iron ore, which are of major significance in world trade.
2. Possessing large areas of tropical latitude, Latin America produces a variety of tropical agricultural products which have become important in world trade; especially to industrialized nations lacking large areas of tropical climate. These products include coffee, sugar, cocoa, bananas, meat, wool, and forest products.
3. In at least a dozen republics a single product comprises in excess of 50% of its export products; therefore, their economic well-being is closely related to world prices.
4. Latin America's role has been essentially that of a supplier of minerals and foods to more developed countries, thus representing a kind of economic colonialism.
5. Current trade patterns still tend to be with outside areas, particularly with the United States, rather than between individual Latin American countries.

SUGGESTED ACTIVITIES

A. Use an Oxford Economic Atlas and Van Royen's Atlas of World's Agricultural Resources, select those Latin American countries for which a single product comprises at least 50% of their exports. Then, check to see how important these countries are as world producers. (Using two colors these could be plotted on the same graph for good comparison and evaluation.)

B. Prepare a flow chart to show to which countries these commodities are exported and what commodities are received by return trade. In evaluating this flow chart, attention might include such factors as: differences in climate types, degree of industrialization, and former and present colonial ties.

C. Some Latin American countries have lost their high position as producer of certain commodities, such as Bolivia and tin, Brazil and raw rubber, and Venezuela's position as a petroleum producer. Select certain countries in which this has occurred and determine the cause(s) for these changes.

III. Although Latin America possesses factors of powerhood, many Latin American countries have an underdeveloped economy because of physical, social, and political handicaps.

CONCEPTS

1. Positive physical factors include a large area (size), a variety of climates, soils, vegetations and minerals, and an availability of water in most parts of the region. An evaluation of these assets, however, reveals: About 90% of the land is not suitable for farming because of mountains, tropical rainforest, and desert, leaving only 10% that is suitable for farming.
2. Counterbalancing the relative abundance of water is the fact that most soils in the tropical parts of the region are not very fertile by nature and require careful handling and considerable capital investment to be made productive. The commonly assumed "fertility of tropical soils" in largely a myth.
3. The Pampa and Gran Chaco, with an area about 1/3 the size of the United States, is the agricultural heart of Latin America, yet over 50% of the total population is engaged in subsistence agriculture.
4. Agricultural yield per acre is low because of antiquated farming methods and an emphasis on a one-crop agricultural system.
5. Many mineral resources are present, but the region was poor in mineral fuels until the age of petroleum, and even the petroleum is confined to a handful of countries. Latin America, a coal-poor region of the world, does not have a single country with a well-developed major industry. Countries have based their initial industrial development on domestic coal resources, but this industrial asset has not been present in Latin America.
6. Social and political handicaps are less easy to recognize but perhaps have played a more significant role in underdeveloped countries than have the physical handicaps.

7. In the stratified society of most Latin American countries, land has been more or less equivalent to wealth (a concept foreign to most high school students in the United States), and political power has been concentrated in the hands of small groups of wealthy landowners who have used their position to advance their own interests, with scant regard for the welfare of the poverty-stricken masses. The nineteenth century political revolutions basically were directed by big landowners to acheive political power and independence, and not to redress unsatisfactory social and economic conditions. In country after country of Latin America, the prime political question today is that of land reform. In general, this is more true of Latin America than of other world regions. Landowning interests continue to be politically powerful in most Latin American countries, but an emerging middle class is playing an increasing role.
8. Political instability--the inability of one government to transfer its power in an orderly manner to a successor--has discouraged foreign and domestic investment, has hindered the development of international cooperation, and in general has made it very difficult to carry on a continuous program of economic and social development. Governments striving to develop their countries generally have been overthrown in a short period of time, because of resistance to change on the part of entrenched landowning interests.
9. Inadequate educational levels have been one result of the unsatisfactory political situation, and have been an important factor contributing to the retarded condition of the region.
10. Widespread poverty in Latin America results in part from economic dependence on an agricultural economy, the absence of a middle class in the social structure, and almost no educational opportunities for the masses.
11. The underdeveloped condition of most Latin American countries is manifested by a general lack of the commercial, industrial, and transportation system.
12. Most countries of Latin America have been politically independent for a century and a half, but today these countries are still struggling to escape from economic colonialism. In the twentieth century, Latin America has lain primarily within the sphere of influence of the United States, just as Africa has lain within the sphere of influence of Europe. The interest and concern of the United States has focused mainly on Mexico and the Caribbean, along with considerable interest in Brazil, Chile, and Argentina. Latin American countries do not trade very much with each other, but each country tends to have its separate trade relationships with North American or European countries.
13. Latin America's population is increasing at a faster rate than that of any other world region. This greatly increases the difficulty of economic development. A pronounced feature of population growth is the extraordinary increase in urban populations. There are over 50 Latin American cities with a population of over 100,000.
14. With rapidly increasing populations, the Latin American countries are striving to make better use of their natural resources in order to improve the living conditions of their people:
    a. The citizens are demanding and working for political, social and economic reform.
    b. Latin American countries are just beginning major industrial expansion.
    c. The growth of manufacturing can utilize resources and provide more balanced economy.
    d. The Alliance for Progress was formed in 1961 to help the countries of Latin America increase production, diversify exports, strengthen agriculture, stabilize commodity prices, equalize taxes, and improve housing, health, and education.
    e. The Latin American Free Trade Association (LAFTA) has been formed along the lines of the Common Market in Europe.

SUGGESTED ACTIVITIES

A. Evaluate and rank the larger countries of Latin America with respect to possession of the factors of powerhood. Note their major deficiencies. Given time and assistance, can each country overcome these deficiencies? Explain.
B. Major economic activities of the Pampa and Gran Chaco are the same as those carried on in comparable regions of the United States. Does this prevent a greater degree of trade between Latin America and the United States? Explain.
C. What part has the United States played in developing the countries of Latin America? Does the United States still have vested interests in Latin America? Explain.
D. STUDY maps which show the various transport systems that have been developed in Latin America. Find plans for enlarging and modernizing these systems. When these plans are developed, should they tend to promote greater trade within and among these nations or more trade with nations of other regions? Explain.
E. LOCATE Latin American cities which in respect to latitude and altitude resemble your town. Compare and contrast the towns.
F. STUDY Mexico's land reform program. Could this program be adapted to the needs of any other Latin American Country? Defend your answer.
G. Debate one of the following propositions:
    Resolved: All Latin American countries should follow Puerto Rico's example of "Operation Bootstrap".
    Resolved: All Latin American countries should have compulsory education for all to the age of sixteen.
    Resolved: The Latin America Free Trade Association can become as important to Latin America as the Common Market is to Europe.

IV. In general and per capita terms, Latin America is the only world region that is underdeveloped where economic expansion is now rapid and where there are excellent prospects for sustained and accelerated growth.

CONCEPTS

1. The greatest comparative advantages for economic growth are in agriculture. Agriculture will continue to be the dominant occupation and the primary source of domestic income, foreign exchange, and capital surpluses for investment in economic growth; yet, primitive techniques often make for inefficient land use and low yields per unit of land and per capita. It is estimated that agricultural production could be tripled with the aid of the government in planning, assistance, and investment.
2. The prospects for industrial development are less certain and less impressive but the resource base is present for a substantial industrial growth.
3. Although some Latin American countries have sacrificed agricultural development for industrial expansion--such as Argentina, Uruguay, and Venezuela--most governments are now seriously endeavoring to provide for a more equable distribution of land, modernize the transport facilities, and promote industrialization and a greater degree of self-sufficiency.
4. It seems likely that if economic prosperity is to be achieved and the standard of living raised, a balance must be aimed at between a purely raw materials economy and industrialization.

SUGGESTED ACTIVITIES

A. Study and discuss how Latin American countries can increase their agricultural production. Compile a list of suggestions. List the countries or regions where these suggestions might be practiced unless the suggestion is a general one. The list might include the following:
   1. More efficient and intensive use of existing cultivated lands such as the Pampa;
   2. Extending cultivation on a profitable basis in areas now idle such as Sudan and Savanna-like regions;
   3. Development of better pasture grasses suited for commercial ranging;
   4. Extension of irrigation, generally a neglected technique in Latin America;
   5. Adequate transport networks and marketing facilities;
   6. Place greater stress upon the production of farm products and raw materials for export.

B. If the methods of agriculture practiced by the Japanese were practiced in parts of Latin America, how greatly could the economic situation be changed with respect to agriculture? How could these methods be initiated? How would the yield compare?

C. In many cases, Latin American production faces high transport cost both national and international. What factors contribute to these high costs? (This answer should include physical barriers of the interior, the generally peripheral or coastal pattern of settlement which widens the distance between trade-generating centers, and the cost of Panama Canal dues.)

D. What types of action could the national governments take to boost economic expansion? Could these actions be taken without concurrent governmental control? Explain and discuss.

E. Foreign capital has largely built the commercial sectors of Latin American economy. What have been the results of this? NOTE: Perhaps psychological effects should be included.

F. Certain Latin American countries are making increasing attempts to diversify commercial production and export. Is it always reasonable and profitable to do this at the expense of the one or two highly profitable specialties on which the export trade now depends? Defend your answer. Cite example with statistics.

G. COMPARISON OF WORLD REGIONS: Many comparisons can be drawn between Latin America and Southeast Asia as far as economic development is concerned. Make a list of these comparisons and be able to discuss them. (The list might include the ideas of: foreign investment, dependence on a few commodities, and industrial development superimposed upon a subsistent agricultural economic base.)

EVALUATION

What stage of economic development is present in Latin American countries today? Will a fuller exploitation provide for the fast rate of population increase? Note: Two or three countries could be used for case studies.

V. The cultural composition of Latin America is much more complex and diversified than is implied by the term Latin America. The population is very racially mixed, and this diversity of racial make-up is one of the characterizing features of the region.

CONCEPTS

1. Viewed in a world perspective, the culture of Latin America exhibits an unusual amalgam of very important and persistent idigenous elements, side by side with large European and African elements, and in some places noticeable Oriental elements. This particular kind of cultural pattern is not shared by other world regions colonized by Europeans.
2. There are three main elements--Indian, Negro, and White or European (including people born in America of European ancestry). Each of these elements includes a wide variety of kinds of people (e.g., mestizo, mulatto, sambo) and racial mixtures has been widely carried on for over four centuries so that over half the people are of mixed stock.
3. There is no single Latin American culture. Just as its citizens are a blend of many races and peoples, so are the cultures blends of many haritages.

4. Despite a common colonial experience and the overall prevalence of a common cultural heritage, each country has its own distinct character and personality.
5. The degree of cultural unity within Latin America as a whole is surprising, considering the great range of regional differences in other respects and the enormous area involved, so that many features of a common Latin American culture are discernible in most parts. The civilization as a whole stands in recognizable contrast to that of Anglo-America which has primary roots in northwestern continental Europe.

SUGGESTED ACTIVITIES

A. A very interesting and important factor of the Latin American population is not the number of Indians or Europeans, or Negroes or Orientals, but the amount of racial intermixture which has occurred, making Latin America a vast melting pot of people and creating a Latin American culture. Two different approaches could be used to help the students form a greater appreciation of the contributions of the various ethnic and cultural groups and see how they have been blended or enmeshed.
   1. One approach: Students might list the major ethnic and cultural groups and their contributions, then see the results of their blending. The list might include the following:
      NATIVE INDIANS--effective use of land, crops such as maize and the Irish potato, minerals, architecture, calendars, political order, native clothing, art.

      SPANISH COLONIZERS--Took over Indian political order and used it for their own political subdivisions, plantation, agriculture, language, religion, art, and architecture, educational system.

      AFRICAN--Words that have entered the modern Latin American language, intonations and rhythms of pronunciation, music, dance.
   2. Second approach: Students might list the "generalizations" they have from previous reading, movies, etc. about the people and cultures of Latin America; then, on the basis of future reading, they can list the exceptions to check the validity of these generalizations. Their work might include the following:
      GENERALIZATION: The countries of Latin America share a common cultural heritage.
      Exception: Many people of Latin America have a heritage that is non-Latin.
      Examples: Indigenous Indian elements in highland countries of Andes; African Negro elements Jamaica; East Indian elements: Guyana.
      GENERALIZATION: The countries of Latin America shared a common colonial experience.
      Exception: Many countries were and some still are colonial possessions of countries other than the Iberian countries (Spain and Portugal); the major colonizing countries.
      Examples: French--Haiti and French Guiana; British--Jamaica, British Honduras; the Netherlands--Aruba and Surinam; the United states--Virgin Islands and Puerto Rica.

   The students might read some articles by leading anthropologists to see if their consensus of opinion is that a hybrid Latin American might evolve after several more centuries of mixture.

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TRAVEL IN AMERICA SERIES. Washington, D. C.: Pan American Union.

LEVEL ELEVEN

UNITED STATES HISTORY (Two Semesters Required)

United States History is the last required Social Studies Course the student will encounter in his High School career. The student will be required to exhibit the skills that have been developed during his encounter with the Social Studies. United States History is a two semester course. The semesters are established here so that they may be taught in different sequences.

OBJECTIVES

1. The development within the student of certain attitudes and values:
   a. Citizenship
   b. A committment to the free enterprise system
   c. A committment to law and the legal processes
   d. The development of an intellectual discipline and curiosity
2. The use of the mode of inquiry:
   a. The purposes and uses of the discipline of history and related disciplines
   b. The methods of acquiring knowledge
   c. The historical method
3. The attainment of a body of knowledge about selected content in the form of basic topics in United States history:
   a. Population growth and patterns
   b. The evolution of American democracy
   c. Economic change and development
   d. United States Foreign Policy
   e. The growth of equal rights
   f. The American culture

The exceptional child with reading difficulties will find the Follett Publications, American History study lessons, more usable. The basic concepts provided in the curriculum guide should be adopted, where possible, through use of this material and other selected materials.

Suggested Topics:

1. From Colonial Times
2. The Constitution
3. The Growing Nation 1789-1840
4. Change and Crisis in American Life 1800-1861
5. The Civil War and Reconstruction
6. Changing America Since 1865
7. American Politics 1865-1960
8. American Foreign Policy
9. Problems of American Democracy

I. POPULATION GROWTH AND CHANGE

CONCEPTS	SUGGESTED ACTIVITIES
A. The European Explorer found Indian tribes with varying levels of culture, dating back thousands of years.	
1. From the early Indian migrations from 8,000 to 10,000 B.C. 2. The age of discovery and colonial imigration. 3. Effective discovery and colonization was to be undertaken by the nations of Europe. 4. There were many specific groups of immigrants that came in waves, the English, Irish, etc.	A. Report: Trace the areas explored and settled by various European countries, indicating the influence each country and upon the new world. B. Debate: Why English colonies became permanent and the French and Spanish did not? C. Research: Follow one wave of immigrants to the United States, tracing the difficulty they had in achieving citizenship and acceptance.
B. There has been much population movement and change that has taken place within the United States.	
1. The westward movement fills a great continent with people. 2. The people of the United States move from the farms into the cities and from the cities to the suburbs. 3. The movement from the cities to the suburbs have created many unsolved problems.	A. Examine Frederick Jackson Turner's thesis and determine the effect the frontier had upon "American Democracy". B. Report: Trace the various routes westward that were followed by the frontiersmen. C. From the film, The History of the West, have the students write a report regarding a change in attitude about Life on the Frontier. D. Have the student evaluate the exodus from the farm to the city that began after the turn of the century to determine the cause and effect. E. Report: On the problems of the inner city today. F. Research: Examine the plight of the negro in the inner city today. Have the student suggest solutions to the problems.

II. THE EVOLUTION OF AN AMERICAN DEMOCRACY

CONCEPTS	SUGGESTED ACTIVITIES
A. The American Revolution helped to create a political system from an English heritage.	
1. English, Political and Social institutions dominated early colonial life. 2. Social and political institutions in the colonies were moving away from English influences. 3. Colonial political institutions clashed with the Mother country. 4. The Declaration of Independence set the form for American democracy. 5. The American Revolution contributed to the ending of English influence over American political life.	A. Research: Examine English documents that are important to our political system. B. Compare the social, political and economic systems of the New England, Middle Colonies, and the South. C. View Points: How did Democracy develop in Colonial America? D. Discuss: The role the Declaration of Independence had upon suffrage, and the newly emerging nations of the world. E. Discuss: What were the causes of the American Revolution; write a paper indicating what the causes were.
B. The United States Constitution created a strong central government and a struggle between the Federalists and States Righters.	
1. Government under the Articles of Confederation was weak. 2. The new constitution created a strong central government. 3. The constitution provided a "Great Debate" over the role of government. 4. The Federalists and the Anti-Federalists debated the role of government. 5. The "Great Debate" led to the creation of political parties. 6. The Doctrine of Nullification was a result of the struggle over the question of the role of the central government. 7. States rights became a basic issue between the sections that led to a civil war. 8. The question of states rights is still an important political question today.	A. Discuss: How critical was the Critical Period? Read and discuss possible answers. B. Have a debate over the issues that existed at the Constitutional Convention. C. Discussion: What was the basis for political parties? D. Research: Write a paper to determine if the Hartford Convention, Kentucky, Virginia Resolutions, and the South Carolina Exposition and Protest were a result of practical politics or board philosophical differences. E. Examine the political campaigns of recent years and determine if states rights is still an issue today. F. Hold a mock political convention with the party split between Federalists and the States Rights wing of the party.
C. The two party system in the United States does not have a constitutional basis, it has evolved over a long period of time.	
1. The two party system has an extra-legal basis. 2. The struggle over ratification and the role of the central government provided the origins for the party system. 3. The Era of Good Feelings, was a period without well organized political parties. 4. The Whigs and the Democrats were involved in a struggle over states rights.	A. Report: Write a paper tracing the evolution of the two party system. B. Discuss the role of the two party system in the struggle over states rights. C. Examine the electoral college and its role in preserving the two party system. D. Research: Trace the development of one of the two major parties. Or compare Republican platform of 1860 to that of the Parties in 1968. E. Discuss the basic differences and similarities of the two major parties of today.
D. The third party has played an historic role in the history of parties.	
1. The third party has provided a means of bringing new issues to the American people. 2. The third parties have provided many important contributions to our political system. 3. The status of the third party today as a result of the 1968 election.	A. Examine the Populists Omaha Platform to determine how many of the planks have been achieved. Discuss how these planks, like the direct election of Senators, were achieved. B. Examine and discuss George Wallace's party in relation to the role of a third party.
E. Suffrage has evolved in the United States and has been a model for the world.	
1. The growth of suffrage in the United States has been slow but steady. 2. The political candidates are controlled by a variety of forces within the United States today. (Example: Suffrage)	A. Trace the efforts of a minority group in its attempts to achieve the right of suffrage. The American Negro would be the most timely topic. B. Panel Discussion: What are the problems of democracy today and how they may be solved.

CONCEPTS	SUGGESTED ACTIVITIES
F. The United States presidency has greatly expanded since 1879.	
1. The President's authority is based upon the constitution. 2. The role of the president has been greatly expanded by the following presidents: Washington, Adams, Jefferson, Jackson, Lincoln, T. Roosevelt, Woodrow Wilson, F. D. Roosevelt, L. Johnson	A. Discussion: Who are the Great Presidents of the United States? Why were they great? B. Research: Select one of the "Great Presidents" and determine if he expanded the powers of the president.
G. The United States Supreme Court's authority has expanded during the course of our history.	
1. There are landmark cases that illustrate the growing power of the court. 2. The Supreme Court plays a vital role in the check and balance system.	A. Disucss John Marshall's role in expanding the role of the Supreme Court. B. Examine land mark cases and determine the role they played in expanding the powers of the court. Example: Marbury vs. Madison.

III. ECONOMIC CHANGE AND DEVELOPMENT WITHIN THE UNITED STATES

CONCEPTS	SUGGESTED ACTIVITIES
A. Europe formed the background of the American economy.	
1. The Medieval period provided many contributions to our economy. 2. The rise of the middle class in Europe made basic contributions to colonial economy. 3. The rise of the nation states and their subsequent economic rivalries contributed to the colonization and the future growth of the new world.	A. Examine Feudalism's effect on the colonial economy. B. Define mercantilism and explain its effect upon the colonial economy. C. Research: What were the middle class contributions to the free enterprise system? D. Explain the role the Mercantile System had in the new world and the effect it had upon its developing economy.
B. The Colonial economy began to emerge from its European background.	
1. The main sectors of the colonial economy were based upon agriculture, the merchant and the artisan. 2. The colonial economy was faced with prime problems, the balance of payments, land labor relationship, and the limitations upon economic growth. 3. The various sections of the American colonial economy were effected differently by these problems.	A. Report: Which of the main factors of the American colonial economy made the greatest contribution. B. Define the main problems of the American economy. Then discuss the possible solutions. C. Have the student examine the economy of the New England Colonies, Middle and the South and explain why each had a different economy.
C. The Development of the American economy from 1790 to 1815 was greatly affected by the creation of a new constitution.	
1. The American Revolution had a direct effect upon the American economy. 2. The Articles of Confederation did not provide an adequate basis for a true American economy. 3. The United States Constitution provided a strong central government with the power to deal directly with the problems of the American economy.	A. Why did Charles and Mary Beard in their book AN ECONOMIC INTERPRETATION OF THE CONSTITUTION suggest that the American Revolution was a revolution for Economic independence? B. Discuss the reasons for the United States Constitution contributing greatly to the development of a free enterprise. C. Report: Have the student write a short paper examining Hamilton's measures during Washington's administration. Have them conclude by estimating what their failure would have to the economy then. D. Discuss the economic independence from England.
D. The United States underwent great economic change from 1815 to the Civil War.	
1. From 1815 to the Civil War a United States market began to emerge. 2. American agriculture expanded as the young nation grew. 3. As a true home market appeared, trade commerce, and banking expanded.	A. Illustrate the role of the government in agriculture, manufacturing, and transportation during this time period. B. By graphic illustration, explain how agriculture, manufacturing, and transportation are intertwined.

CONCEPTS	SUGGESTED ACTIVITIES
4. The United States economy grew into a national rather than a colonial economy as a result of the Industrial Revolution.	C. Discuss: HOW DEMOCRATIC WAS THE JACKSONIAN DEMOCRACY? Assign Why Did Jackson Destroy the Bank of the United States?

E. The United States experienced rapid industrial growth following the Civil War.

1. The industry of the United States was affected greatly by the Civil War. 2. Big business was to emerge during the late 1860's. 3. The laborer was to lose his bargaining power and social status as a result of rapid industrialization. 4. The farmer was to find a new position in the market economy. 5. The role of government in the economy was to change greatly.	A. Research: The effect of a total war upon the nations economy. B. Discuss the Rise of the Big Businessman: Robber Baron or Hero of Industry? C. Discuss: How did the workers respond to the problem? D. Research: Did the populists revolt succeed?

F. The United States economy was to undergo change during the 20th century.

1. World War I was to greatly effect the United States economy. 2. During the 1920's the United States was to encounter great prosperity. 3. The stock market crash and the "Great Depression" was to change the role of the government in the economy.	A. Discuss: Why did the United States enter World War I? B. Explain the causes for the stock market crash and the Great Depression. C. Discuss: Government and Economy under the new deal: Unwarranted interferences or necessary regulation? D. Examine the basic problems of the economy today and illustrate how they are interrelated to other domestic problems. (Example, Credit squeeze and high government expenditures for poverty.)

IV. FOREIGN POLICY OF THE UNITED STATES 1789 to 19__

A. A nations foreign policy must be made up of and carried out by goals that are acceptable to the American People.

CONCEPTS	SUGGESTED ACTIVITIES
1. The United States foreign policy goals have been influenced by performed concepts. 2. The president is responsible for the conduct of our foreign policy. 3. The president has a variety of advice that he may call upon in formulating foreign policy.	A. By lecture the student should realize that an effective foreign policy must have realistic goals. B. Report: Write a paper indicating who the President may use for advice regarding foreign affairs. C. Discuss: How was a Basis for the United States Foreign Policy established?

B. The era from 1789 through 1820 the United States was searching for physical security.

1. The United States searched for physical security by the protection and expansion of its trade. 2. The United States searched for its physical security by protecting its boundaries by expansion. 3. The United States maintained its security by trying to remain uninvolved in the affairs of Europe.	A. From lecture and reading the text, have the students trace the development of our policies. Indicating a policy by policy development in our search for security through expansion, trade and non-involvement. B. Discuss: Isolationism. (Compare 1789-1820 policy to United States policy of the 1920s through the late 1930s.)

C. During era from 1821 through 1900 the United States was fashioning the American Continent.

1. During the 19th century the United States excluded Europe from the Western Hemisphere. 2. Manifest Destiny was to establish United States boundaries from coast to coast. 3. The United States was to utilize an informal alliance with Great Britain in excluding Europe from this hemisphere. 4. The United States was to create a dominant position in the Western Hemisphere by the turn of the century.	A. Examine the European background of the Monroe Doctrine. Discuss why England supported the United States policy? B. Show the film "History of the West". Have the student evaluate Manifest Destiny in terms of its accomplishments and effect upon the United States position in the Western Hemisphere.

CONCEPTS	SUGGESTED ACTIVITIES
D. The United States assumed a position of world leadership at the turn of the 20th century.	
1. The Spanish-American War led the United States into a period of Imperialism. 2. The United States rejected isolationism and became involved in the 1st World War. 3. The United States rejected the League of Nations and world leadership for isolationism after 1920. 4. The United States will shift from "Big Brother" to that of "Good Neighbor" from the 1890's to 1920. 5. The United States became a power in the Far East.	A. Discuss: The American experiment in Imperialism: B. American Heritage, June, 1960, The Enemies of Empire, have a student report on the opposition of acquiring imperial possessions. C. From Isolationism to Imperialism. Have the student write a report outlining the various historical interpretations of imperialism. Have them determine the interpretation they find the most acceptable. D. American Heritage, June, 1965, The War to End All Wars. Discuss the causes of the 1st World War.
E. During the period from the 1920's to the late 1930's the United States searched for world peace while actively pursuing a policy of isolationism.	
1. During the 1920's the United States searched for peace through treaty. 2. The early 1930's the United States was moving away from isolationism by the rise of the dictators. 3. The early 1930's saw the United States trying to move away from the causes of war. 4. F. D. Roosevelt prepared the nation for war in the late 1930's.	A. Have the student draw a map indicating the changes brought about by the 1st World War. B. Research: Why did the United States reject the League of Nations? C. Discussion based upon the question, why may it be said that the United States pursued the quest of World Peace without assuming the responsibilities for her actions. D. Discuss how F. D. Roosevelt moved the American people toward war.
F. The resumption of Great Power Status	
1. The United States policy will be directed toward ending the war. 2. Russia will pursue a policy of obtaining the best political position obtainable from the war. 3. War time conferences will direct the war effort and determine the basis for the surrender of the enemy.	A. Establish by lecture the wartime policy of the United States. B. Show film, "The Twisted Cross," and have students write a short essay on, What Were the German People's Responsibilities Regarding Hitler's policies? C. Cover the war time conferences. Hold a discussion over What Effect did Russia's War-Time Policies Have Upon the Cold War?
G. The United States pursues the Cold War as a world leader.	
1. The United Nations fails to provide world peace as the United States demobilizes. 2. Russia drops the "Iron Curtain", the United States responds by seeking allies through economic aid. 3. The United States and the Communist world conflict in the Far East. 4. The "Cold War" brings fear of subversion within the United States. 5. Secretary of State Dulles promotes the policies of containment and the liberation of subjected peoples. 6. The Middle East becomes a powder keg. 7. Stalin's death brings a thaw in the "Cold War".	A. Compare the success or lack of success of the League of Nations to the successes or lack of successes of the United Nations. B. Assign to selected students Arthur Miller's THE CRUCIBLE, to compare to the "McCarthy Era". C. Discuss the question, Was the United States only seeking allies with her gifts after World War II. Was she at least partly motivated by concern for her security? D. Discuss Dulles' containment policies.
H. The 1960's sees America searching for new policies.	
1. The Cuban Crisis tests the Kennedys. 2. Europe seeks its own identity during the 1960's. 3. The Middle East remains the unsolvable puzzle. 4. Asia forces the United States to examine her foreign policies. 5. The United States seeks new direction and policies.	A. Oral reports: Have groups of students determine present day foreign policy for the various regions of the world. Have them determine if there is a need for a general policy revision today. Debate: Shall Red China be admitted into the United Nations today?

V. CIVIL LIBERTIES

CONCEPTS	SUGGESTED ACTIVITIES
A. Historically there are two basic theories of society, the organic theory and the liberal theory of government.	
1. The United States has stressed the right of the individual over the state. 2. Individual liberties are protected under the United States constitution. 3. Our individual liberties have been expanded during the history of our country. 4. There are several specific rights that the American citizen has.	A. Compare the organic theory to the mechanical theory of government, indicating the role of the individual in each. B. Have the student examine the United States Constitution to determine his basic rights as a citizen of the United States. C. Develop an understanding of the substantive and procedural rights of the individual.
B. During the history of the United States minorities have had a struggle in obtaining their full rights under the constitution. The Negro could be the example used.	
1. The Negro first appeared in this country as a slave. 2. The Negro was freed from one type of slavery to be enslaved by an economic slavery following the Civil War. 3. The Negro was aroused by the Progressive Era. 4. Toward the close of the 19th Century the Negro began to organize in search for their rights. 5. The New Deal made major contributions to the Negroes search for full citizenship. 6. The Negro, in 1954,moved away from equal but separate rights. 7. Today the Negro strives toward social acceptance, economic freedom and the miracles of education.	A. Discuss: What direction for the Negro in America? B. Develop an understanding of the Negro leadership today. Emphasize that there is division within the Negro community today. C. Oral Reports: The Conditions of the Negro Today, Education, Economic and Social.

VI. THE CULTURAL EVOLUTION OF THE UNITED STATES

CONCEPTS	SUGGESTED ACTIVITIES
A. The geographic environment of the new world played an important role in the cultural development of the United States.	
B. The cultural backgrounds of immigrants were mixed and variable. Each producing lasting effect upon cultural development within the United States.	
1. The United States has developed its culture from the following groups: Spanish, English, Dutch, Italian, German, French, Negro, Russian, Irish, Oriental, Scandanavian and others.	A. Through a series of early maps and drawings students should attempt an understanding of what Europe thought of the New World. B. Students should research a particular immigrant group and determine what its contributions to an American cultural developments.
C. There have been major trends in the development of an American culture.	
1. The Colonial Era 2. The new nation 3. Westward expansion 4. The Gilded Age 5. The Twenties 6. The great depression 7. World War II 8. World leadership	A. Each major trend is covered by readings, movies, and slides giving examples of art, literature, etc. B. Current newspaper articles will be assigned depicting different contributing factors to the evolving American Culture.
D. Physical environment has had a great effect upon the emerging American culture and character. Field trips if possible, or practical to Art Museums, period homes, etc.	
1. The rural community 2. The plantation 3. The city of today and its problems 4. The role of religions upon the evolving culture has been great. 5. Recreation has created new cultural developments. 6. The American culture has become unique and an American character has emerged.	

EVALUATION

1. Has the student developed responsible attitudes toward citizenship?
2. Has the student illustrated a commitment to law and the legal processes?
3. Has there developed on the part of the student a commitment to the free enterprise system?
4. Can the student illustrate intellectual discipline and curiosity?
5. Does the student show an ability to use the mode of inquiry?
6. Does the student illustrate a knowledge of the historical method?
7. Does the student understand population growth and change are not unique to American History?
8. Does the student know the effects of population growth and change upon American History?
9. Does the student know that the United States political history has been marked by constant change?
10. Does the student know the role that his environment has played toward change?
11. Can the student illustrate the struggle over states rights through our history?
12. Does the student understand the structure and operation of our political system?
13. Does the student understand the free enterprise system?
14. Does the student know basic knowledge of the history of our economic system?
15. Does the student know that economic change has, in part, been brought about by social, technological, political, and geographic developments within the United States?
16. Does the student know that the American culture has been developed from the contributions of many different ethnic and religious groups.
17. Does the student know that the American character influences decision making in our government?
18. Does the student know that American foreign policy has immence effect upon the world community?
19. Does the student know the role of the American citizen in determining foreign policy goals?
20. Can the student illustrate the skills required in evaluating news media?
21. Can the student interpret what the basic policies of the United States are today?
22. Does the student realize that the priviliges of direct democracy carries with it compulsory and voluntary responsibilities?
23. Does the student understand what are the basic liberties and rights?
24. Does the student understand the relationship of the individual to the state in a democratic society?
25. Does the student exhibit a knowledge of the content of United States History?

SAMPLE UNIT

CONCEPTS	SUGGESTED ACTIVITIES
I. EUROPE FORMED THE BACKGROUND FOR THE AMERICAN ECONOMY	
1. Medieval Contributions 2. The Rise of the Middle Class 3. The Rise of Nation States in Europe 4. Mercantilism	A. Discuss what economic functions the feudal system fulfill in the European economy. B. Explain by lecture the role the Medieval town played in Medieval economy and what its contributions were to the New World. C. Explain how the rise of the middle class and the nation state brought about the fall of the feudal system. These each started performing functions that were originally performed by the feudal system. D. Explain the new institutions and attitudes credit, finance, banking, international exchanges, capitalistic attitudes. E. Terms to stress: 1. Feudal system 2. Manor 3. Self-sufficiency 4. Primogeniture 5. Entuil 6. Trade fair 7. Nation state 8. Middle class 9. Mercantilism 10. Balance of trade 11. Balance of payments 12. Specie
II. THE EMERGENCE OF A COLONIAL ECONOMY	
A. The emergence of the main sectors of the colonial economy. 1. Agriculture 2. The merchant 3. The artisan	A. Discuss from the reading assignment the two kinds of agriculture in the American colonies and explain the differences between the two. Report or research: Do we still have these today?

CONCEPTS	SUGGESTED ACTIVITIES
B. View of the problems and their causes in the colonial economy.	B. What tasks does the merchant perform to earn his living? Explain the economic differences between the merchant and the two kinds of farmer.
1. Balance of payments 2. Land 3. Labor 4. Limitations upon economic growth	C. Describe the activities of the artisan. Compare his life with that of the merchant and the farmer. D. How did the English mercantile theory hurt the colonial economy? Explain the different effects mercantilism had upon the Northern and Southern colonies.
C. The effects of these problems on the colonial economy.	E. Explain the various factors that limited the growth of the colonies.
1. New England triangular trade 2. The southern planter and credit problems 3. The effects of surplus land in the colonies 4. The spirit of capitalism suggested strong growth possibilities.	F. By lecture explain the effects of the land-labor situation and how it limited the growth possibilities of the colonies.
	G. Terms to stress: 1. Self sufficient agriculture 2. Commercial agriculture 3. Merchant 4. Artisan 5. Home manufactures 6. Market system 7. Inflation 8. Deflation 9. Devaluation 10. Trade and Navigation Acts 11. Traingular trade routes 12. Indentured servant 13. Slave 14. Extractive economy

III. THE DEVELOPMENT OF THE AMERICAN ECONOMY (1790-1815)

A. The economy and the American Revolution	
1. The near destruction of the economy as a result of the war. 2. The revolution did not free the colonies from Great Britain. 3. Political independence did occur and this would produce economic changes later on.	A. Explain that trade with Great Britain, which made up the great bulk of our trade fell off 95%.
B. The Articles of Confederation and the economy	B. Following the Revolutionary War the United States did not search for new trade routes, in effect an economic colony, of Great Britain. C. The Revolution produced political change that would create an opportunity for change. D. Point out the weaknesses that the Articles had that worked against a sound economy.
1. The Articles did not provide an adequate basis for an economy. 2. The Confederation did provide a basis for later land policies.	E. The Land Ordinance and the Northwest Ordinance provided for a basis for the admission of new states and new lands.
C. The economic importance of the Constitution	F. The new constitution provided a strong central government that would protect property rights. G. Explain that the new constitution would provide a basis for taxation, tariffs and a central treasury system.
1. Provided a strong central government 2. Provided a basis for a central banking system 3. Provided a basis for tariff controls	H. The students should trace the economic policies of Hamilton and Jefferson indicating the differences between each.
D. The formulation of economic policy	I. The student should trace the development of trade within the United States following the adaption of the Constitution in order to realize that United States trade was the basis for our economy.
1. Jefferson was the spokesman for the agrarian economy. 2. Hamilton's influence was greater as the spokesmen for the merchant class.	J. The student should develop an understanding that the European Wars placed the United States in a position where her exports fell off drastically.
E. During this period our prosperity was dependent upon foreign trade.	K. Have students read WEALTH OF NATIONS By Adam Smith. Hold a discussion to compare Adam SmitHs views to the economy of today.
1. Export and re-export sectors of the economy 2. During periods of war our trade fell off and our economy suffered.	

CONCEPTS	SUGGESTED ACTIVITIES
F. Economic independence from Great Britain 1. Economic embargoes harmed our economy. 2. After the War of 1812 the United States was forced to develop her industry as a result of loss of trade.	L. Today the United States has the highest standard of living of any nation. Show how these basic institutions of capitalism, the right of contrast, all present, in early America, have helped to bring about high standards of living. M. Terms: 1. Protective tariff 2. Revenue tariff 3. Export 4. Re-export 5. "Funding at par" 6. Sinking fund 7. Subsidy 8. Economic interdependence 9. Embargo Act 10. Home of domestic market

IV. THE UNITED STATES UNDERWENT GREAT ECONOMIC CHANGE FROM 1815 TO THE CIVIL WAR

A. Explain how the development of transportation facilities "opened" the Western United States after 1820. Explain the effect of the transportation revolution on sectional alliances.
B. Discuss the similarities and the differences between agricultural expansion in the North and South.
C. Explain the differences between manufacturing and industrialization. Point out the five characteristics implied by industrialization.
D. Define industrial linkage and give illustration.
E. Explain the opposition to the Second Bank of the United States.
F. Explain the position of "King" cotton in the South.
G. Develop how economic developments from 1815 to 1860 contributed to the Civil War.
H. Assign: Discuss: How democratic was Jacksonian Democracy. Why did Jackson destroy the bank of the United States?
I. Terms:
1. National Road
2. Erie Canal
3. Home Market
4. Centers of Production
5. Diversification
6. King Cotton
7. The First Bank of the United States
8. Second Bank of the United States
9. Nicholas Biddle
10. "Pet" Banks
11. Specie Circular
12. Commission
13. Grading Systems for grains
14. Cotton factor
15. Division of labor
16. Regional Specialization
17. Linkages
18. Commercialization of Agriculture

V. THE UNITED STATES WAS TO UNDERGO INDUSTRIALIZATION FOLLOWING THE CIVIL WAR THROUGH 1915

A. Explain the impact of the Civil War on the Northern economy.
B. Illustrate the effect the Civil War had upon the economy. Be specific here.
C. Give the causes of the business consolidations. Discuss the several effects of consolidation.
D. Briefly discuss the impact of industrialism upon farmers and laborers.
E. Explain how farm groups attempted to adjust to industrialization.
F. Explain, that compared to Europe, the United States had a very conservative labor movement.

CONCEPTS	SUGGESTED ACTIVITIES
	G. Illustrate the changing role of government (ex. ICC, Federal Reserve System, Clayton Act) H. Discuss: Rise of The Big Businessman: Robber Baron or Hero of Industry? Have the students read and then discuss the question. I. Discuss: How Did the Workers Respond? J. Research: Did the Populist Revolt Succeed? K. A.E.P., Railroad Era, The Railroad Game to explain pooling, monopolies. L. Terms: 1. Green backs 2. Legal tender 3. Gross national market 4. National Banking act of 1863 5. Corporation 6. Pool 7. Trust 8. Holding Company 9. Interlocking directorate 10. Merger 11. Amalgamation 12. Vertical consolidation 13. Horizontal consolidation 14. John D. Rockefeller 15. James J. Hill 16. C. Vanderbilt 17. Andrew Carnegie 18. James P. Morgan 19. Populist 20. Grangers 21. Knights of Labor 22. National Labor Union 23. Western Federation of Miners 24. Industrial Workers of the World 25. A.F.L. 26. C.I.O. 27. Due Process 28. Injunction 29. Caveat Emptor

VI. THE UNITED STATES ECONOMY WAS TO UNDERGO A GREAT CHANGE DURING THE 20TH CENTURY

CONCEPTS	SUGGESTED ACTIVITIES
1. World War I was to greatly effect the United States economy. 2. During the 1920s the United States was to encounter great prosperity. 3. The stock market crash and the Great Depression were to change the role of the government in the American economy. 4. The "New Deal" tried relief, reform, and recovery to put the nation back upon its feet. 5. The United States economy is faced with major problems today.	A. Discuss the economic causes of American entry into the World War I. B. Discuss the major effects of the war upon the United States economy. On the world economy. C. Discuss the effects of prosperity of the 1920s upon labor and the farmer. D. Discuss the three different interpretations of the causes of the stock market crash. E. Explain the three major purposes of the "New Deal". Explain how well each worked. F. Establish the basic problems of labor, business, and the farmer today. Establish the governments growing role in our economy. G. Why did the United States enter the War? Have the student look for economic reasons. Link's biography of Wilson could be assigned as a special report. H. Government and economy under the New Deal. Unwarranted Interference or Necessary Regulation. Debate could be held regarding the above topic. I. Terms: 1. The Nye Committee 2. The Creel Committee 3. "Sick Industries" 4. "Welfare Capitalism" 5. Rugged Individualism 6. Agriculture Marketing Act 7. McNary-Haugen Bill 8. Reconstruction Finance Corp. 9. Bonus Army 10. Emergency Banking Act 11. Glass-Steagall Act

CONCEPTS	SUGGESTED ACTIVITIES

I. Terms: continued

12. FDIC	22. WPA
13. SEC	23. Social Security Act
14. "Pump Priming"	24. Banking Act of 1935
15. AAA	25. Revenue Act
16. NRA	26. Wagner Act
17. Norris-LaGuardia	27. CIO
18. CCC	28. REA
19. PWA	29. NYA
20. HOLC	30. NA
21. TVA	

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Life in the Thirties Pt. A & B
United States Constitution (Film Strip and Record)

LEVEL ELEVEN

AMERICAN GOVERNMENT (Two Semester-Elective)

OBJECTIVES

1. To be able to recognize that political systems are society's way of regulating relations between individuals and groups of people.
2. To understand that every person has certain responsibilities to his government.
3. To understand how each level of government is organized within a federal system.
4. To recognize the importance of each level of government and the effect it has upon the individual citizen.
5. To understand the importance of the two-party system in our political system, and the role of the third party.
6. To learn how to analyze narrative material and to develop an opinion based upon facts.
7. To see the importance of responsible political participation in a democracy.
8. To be able to recognize the differences and similarities between the governments of the Soviet Union and the United States.

I. FOUNDATIONS FOR GOVERNMENT

CONCEPTS	SUGGESTED ACTIVITIES
1. The political system is a society's way of regulating relations between individuals and groups of people.	A. Lecture to class. Give ideological base from which the constitution developed. Give political background which delegates to the Constitutional Convention shared as, philosophy of John Locke, and common experiences as colonial politicans.
2. Our government is a composite of earlier inventions and need, largely based upon English background and colonial experience.	B. Have students read selection #9 American Ideology. COMPARATIVE POLITICAL SYSTEMS, Schultz. 1. What attitudes, beliefs or values did the framers of the Constitution consider important enough to warrant Constitutional protection? 2. Pick one attitude or belief and have students state what question they would ask in probing more deeply into the importance of this belief. 3. How many of these beliefs were of importance to the "Average man"?
3. There are common characteristics of all political systems of government such as: leaders, those who are led, decisions to make and goals toward which to strive.	C. Use reading #10 American Institutions: Federalism. (Same source as above) 1. What are the powers in each category? List these. 2. What appears to be the main concern of the National Government? Of the State Government?
4. Citizens have responsibilities toward the government under which they live.	D. Project Transparency 10a-A V Kit that accompanies COMPARATIVE POLITICAL SYSTEMS, Schultz. 1. Compare your list with the powers projected. E. Play record of A V Kit Groove I. What level of government does Chief Justice Warren represent? F. Play Record Grove II. What level of government does Senator Richard Russell represent? G. Play Record Groove III. How did Governor Faubus justify calling out the state militia? H. Read Chapter 13 "The Federal Court System" AMERICAN GOVERNMENT, Bruntz, Ginn and Company. 1. Explain original jurisdiction and appelate jurisdiction. 2. Distinguish between criminal and civil cases. 3. Show how courts interpret the law. I. Examine some leading Supreme Court decisions. HISTORIC DECISIONS OF THE SUPREME COURT, Swisher. Van Nostrand.

II. UNITED STATES GOVERNMENT STRUCTURE: NATIONAL, STATE, AND LOCAL

CONCEPTS

1. A large society establishes many political institutions through which those who govern must operate.
2. The formal plan of government of the United States is set down in a constitution.
3. The constitution gives the philosophy of framework within which the government must work.
4. The United States Constitution divides political powers into six categories:
   a. Powers delegated to national government.
   b. Powers retained by state governments
   c. Powers that can be exercised by both national and state governments.
   d. Powers denied national government.
   e. Powers denied state governments.
   f. Powers denied both state and national governments.
5. The United States National Government is divided into three branches: the executive, legislative, and judicial.
6. Each branch of the government has specific delegated functions.
7. The national, state and local governments structure is based upon a federal system with divided authority and responsibility.
   a. The three distinct branches of national government provide a check and balance upon each other.
   b. Our state governments are based upon the national government.
8. Our federal system consists of inter-government relationship between the national and state governments, creating definite obligations to each other.
   a. The state government has separation of powers. The Executive, legislative and judicial branch each performing and having specific responsibilities.
   b. Certain interstate relationship problems do exist.
   c. The structure of the state constitution is similar to the national constitution.
9. The government of our counties, cities, towns, and special districts are vital, because they provide indespensible services: police, education, general welfare, etc.
   a. The local units of government are part of our state system of government.
   b. Local governments have a variety of organizations.
   c. Local governments have serious problems today.
   d. There are proposed solutions to local problems that need evaluation.

SUGGESTED ACTIVITIES

A. Make a poster or project a transparency, showing the American system of checks and balances (sample page 52, MCCLENAGHAN, MAGRUDER'S AMERICAN GOVERNMENT).

B. Project and discuss an organizational chart of the United States Federal system showing the three branches of government under the Constitution, their make up and complete the general breakdown to departments and agencies or commissions. Discuss and explain the work of these various government agencies. (Example: above reference, page 65.)

C. Use similar chart to the one on page 68 above, to project by opaque or transparency to show the division of powers. Note the various powers. From a current newspaper collection and periodicals, find examples of each type of power or denial of power.

D. Have student react to the statement: Centralization in government is inherently bad--whether it occurs on the national, state or local level.

E. Project film strip and play record to accompany, OUR FEDERAL CONSTITUTION. Discuss the various phases of the Constitution, using instructional guide.

F. Discuss what changes need to be made in the state and federal Constitutions to stimulate more cooperation between the different levels of government.

G. Debate: Dc you think that the founding fathers envisioned a more important role for the states than is theirs today?

H. Look up the Magna Carta, the Petition of Rights, the English Bill of Rights, and the French Declaration of the Rights of Man. Which of the basic rights provided in our Constitution are also found in one or more of these documents. List the documents in each case.

I. Select one of the basic principles of our system of government. (Example, the separation of powers.) Explain briefly the basic advantage of this principle and its limitations.

J. Use Reading #11 AMERICAN INSTITUTIONS: Checks and Balances. (Comparative Political Systems, Schultz) How do you classify the kinds of power given to Congress? To the President? To the Federal Court System?

K. Project Transparency 11A, 11B, and 11C--Separation of Federal Powers. Comparative Political systems A V Kit. Compare your classifications above with these projected ones. How many instances did you find? Where one branch of government was given power that checked a power already given another branch? What might the advantages of a system that divides power among the different branches of government? What might be some of the disadvantages?

L. Explain police power as it relates to federal, state, and local levels.

M. Use diagram similar to one on page 407, Ludlun, AMERICAN GOVERNMENT: Houghton Mifflin, showing the provisinns for the general welfare. This may be made into transparency or use on opaque projector. Discuss the various phases: protection, public services, regulation and business interprises in relation to your own.

N. Explain state regulation of public utilities. Project a diagram similar to the one on page 395, Ludlun, AMERICAN GOVERNMENT.

CONCEPTS

SUGGESTED ACTIVITIES

O. Show students the roles of various governments that influence his life. (Example: Diagram page 428, Lunlun, AMERICAN GOVERNMENT)
P. Invite a local police officer or county official to speak to the class on the ways in which the National Government cooperates with him in his work.
Q. Handout form #5 INTEREST GROUPS & POLITICAL INVOLVEMENT. (COMPARATIVE POLITICAL SYSTEMS A V KIT) Read with a view to working out problems as follows: If you were a delegate to the Democratic National Convention, and it was your special concern to select a Presidential candidate capable of gaining maximum support from the interest groups noted from reading, which of the following potential candidates would you support? Which of the groups noted above would be likely to take an active interest in the campaign for the candidate you select? Why? Give students a handout of biographical sketches of three or four potential candidates.
R. Show filmstrip and play recording "The Presidential Sweepstakes" New York Times. Discuss these in class.
S. Organize class into a state or national political convention situation. Use role playing technique.
T. Have a student attend a meeting of a city council or county council. Report to class on his observations.
U. Use a panel to make an oral report to the class on the gains the negro has made with respect to economic and educational opportunities and civil and political rights. Bring out gains made as a result of Supreme Court decisions.

III. POLITICAL LEADERSHIP

CONCEPTS

1. Different political leadership roles require different characteristics.

2. In an elective political system, leaders must possess the characteristics needed to get elected as well as to do the job.
3. American leaders must be responsive to the will of the citizenry and capable of compromise.

4. American political parties are restrained from abusing their political power by the existence of opposing factions strong enough to take power away from the party currently in power.

5. The American political system has clearly defined rules for the transfer of political power.

6. The two-party system dates to the ratification of the United States constitution.

7. The two-party system has served as a means of determing the will of the people and a protector of our basic political institutions by:
   a. Nominating candidates
   b. Informing voters and stimulating interest in public affairs
   c. Serving as a protector over the conduct of public business

SUGGESTED ACTIVITIES

A. In a democracy the minority party always challenges the power of the majority party. Show how this is true in the United States.
B. The National convention is a unique American institution. How does the procedure unite many different interests?
C. The major concern of the party is the winning of elections. Plan a panel discussion to show how a party is organized to attain this goal. Let each member of the panel represent the different attitudes of the people involved and the duties of each:
   1. The party committee chairman
   2. The party committeeman in your community
   3. The president of the local Democratic or Republican club.
D. The political party is one agency through which citizens participate in government. Prepare a bulletin board to illustrate how the party:
   1. Influences the choice of the voter
   2. Brings candidates before people
   3. Plays a part at the polls
   4. Influences the appointment of officials.
E. Debate: A citizen may take a more effective part as a voter if he belongs to a political party.
F. Discuss: Should a congressman try to find out what the voters of his district want on each bill that comes up for a vote, or should he assume that the voters elected him to use his own good judgment?

CONCEPTS	SUGGESTED ACTIVITIES
d. Providing a basis of conduct of government e. Insuring good performance of elected officials.	G. Discuss: Should political party leaders in congress have power to expel a congressman from a political party if he doesn't vote the same way as the majority of members of that party? H. Compare the leadership roles and personal characteristics of: 1. President of the United States 2. United States Senator 3. Governor 4. State Congressman 5. Mayor I. Make a study of newspaper cartoons in a recent election to discover: 1. Important issues 2. Appeals used to help candidate 3. Techniques used to defeat him In each case make a list and provide examples. J. Name some presidential hopefuls in the most recent campaign for party nomination. List major assets and liabilities for each person named. Consider such things as: 1. Experience 2. General Appearance 3. Geographical Location 4. Religion 5. Marital Status 6. Speaking ability, etc.

IV. CIVIC RIGHTS AND RESPONSIBILITIES

CONCEPTS	SUGGESTED ACTIVITIES
1. Citizenship is the status one has in his society. 2. Citizenship consists of how well the member contributes to his society. 3. A citizen has the right to disagree or to assent. 4. A citizen has a responsibility to participate as an electorate. 5. Citizenship entails both compulsory and voluntary responsibilities: a. The basis of compulsory responsibilities. b. Voluntary responsibility of citizenship involves religious freedom, social progress, and political organization. 6. Civil liberties have become more inclusive in recent years. 7. Civil liberties are made up of procedural and substantive rights.	A. Read chapter "Our Government and Liberty", American Government, Bruntz. Chapter "Immigration and Citizenship" and "Civil Rights", MAGRUDER'S AMERICAN GOVERNMENT, MCCLENAGHAN, Allyn and Bacon, Inc. B. Why did the framers of the Constitution omit a Bill of Rights? Why was one proposed by the First Congress? C. MAJORITY RULE should take into consideration MINORITY RIGHTS. How does this principle apply to the issue of holding religious exercises in public schools? D. Justice Holmes once said that freedom of speech did not give one the right to falsely shout "Fire" in a crowded theater. What "clear and present danger" would be involved here? What are some dangers against which governments have a right to protect the public? E. In a book of Supreme Court Cases read and summarize one of the cases dealing with civil rights. AMERICAN CONSTITUTIONAL ISSUES, Pritchett, FAMOUS COURT DECISIONS F. Have students participate in a panel discussion on pros and cons of the jury system. G. Find out what provision your state makes for legal aid to those who cannot afford to hire lawyers when needed. How might a more equal justice be provided for the poor? H. Write a letter to your national or state legislator urging him to support or oppose impending legislation affecting civil liberties. I. Report on the work of some local state or national organization which is particularly concerned with civil rights. J. Have students read selection #37 The Protection of Civil Rights, COMPARATIVE GOVERNMENTS, Schultz. Holt, Rinehart, and Winston. 1. How did the Clark family see the case? The Civil Liberties 2. How can citizens decide which side to support?

CONCEPTS	SUGGESTED ACTIVITIES
	K. Use various case studies dealing with civil rights of the American people. Discuss each in class. CIVIL LIBERTIES CASE STUDIES AND THE LAW, Parker and others; Ginn and Company, Example cases: Page 18 case 5 "Speed" Wilson Pleads Guilty--and Regrets It! Page 65 case 4 "Are Literacy Tests Constitutional?" Page 99 case 1 "I just Want to Keep My House." Page 165 case 7 "A Communist is Trapped."

V. Public Finance

CONCEPTS	SUGGESTED ACTIVITIES
1. National, state and local governments have different needs and means of taxation. 2. Each separate level has constitutional limitations imposed upon their taxing powers. 3. There are major sources of revenue at the federal, state, and local levels. 4. Through the budget, the government decides upon the amount and purpose for which public funds will be dispersed.	A. Examine the variety of taxes that the various levels of government use: For example, Income Tax, sales tax, corporation taxes, real estate taxes, gasoline taxes, direct tax and indirect taxes. B. Draw a cartoon showing the reaction of "Mr. John Q. Citizen" to the mounting burden of direct and indirect tax at the federal, state and local level. C. Name several types of federal expenditures. How does each serve the general welfare? How could you protest against an expenditure which you felt was not serving a "public purpose"? D. Draw a pie graph showing how your state government gets its state revenue. Use Statistical Abstract or other sources. E. Establish how buying habits would change if the 10% surcharge would be repealed. F. Examine the present difficulty in passing local school district tax levy and bond levy issues. Analyze reasons for their frequent failure. Suggest solutions to the problems. G. Have students fill out an income tax form on their income or simulated income. H. What is the reason for establishing a federal or state budget? Why have government budgets crept or even leapt steadily upward in the past half century? I. What is the source of the power to tax? What are some restrictions placed on the power to tax? Where does the power to restrict or limit derive? J. Project by opaque or overhead an illustration or graph to show rise of federal taxes. (Example: Brunz, AMERICAN GOVERNMENT, PAGE 422) K. Project pie graph showing source of the federal tax dollar. (Example: Brunz, page 423) L. Present a diagram showing the federal government deficit and surplus standing on the federal budget for the past quarter of century.

VI. GOVERNMENT OF THE SOVIET UNION

CONCEPTS	SUGGESTED ACTIVITIES
1. The foundations of Soviet government are based upon a constitution, but in practice the power is focused in the Communist Party. 2. Karl Marx envisioned communism as a political system with power dispersed among the people. 3. The Communist Party is composed of only a small percentage of citizenry and membership is by invitation.	(Activities are adapted from Teacher's Guide for Comparative Political Systems. All reference materials are from COMPARATIVE POLITICAL SYSTEMS.) A. Use Reading #15 Soviet Institutions: The Communist Party. 1. According to the Soviet Constitution, what is the role of the Communist Party? 2. What is the membership of the Communist Party of the Soviet Union? What is the Soviet Union population? What proportion of the citizens are party members? (Note: only 5%)

CONCEPTS	SUGGESTED ACTIVITIES
4. Each level of government within the Soviet Union is ruled by a Soviet and the membership elects the administration.	3. How does one become a member of the Communist Party? What special qualities does Frankel designate as marking a man for membership in the party? B. Project Transparency 15A. THE STRUCTURE OF THE COMMUNIST PARTY. C. Use class Handout #2 LEVELS WITHIN THE COMMUNIST PARTY. 1. How are representatives to each level of party congress selected? 2. By whom are they selected? D. Project Transparency 15B 1. What are the similarities you can see between the structures of the Soviet government and the Communist Party? 2. What are the implications of this parallel structure? E. What analytical questions can you use to help identify the ideologies of the Soviet Union and the United States. F. What ideological beliefs were you able to identify as underlying the American political system? G. What political institutions were you able to identify in the American Political system? In the Soviet Political system? H. How does a system's ideology relate to the institutions that a system develops? I. Read Selection #25 CHARACTERISTICS OF A LOCAL SOVIET LEADER, Part I. 1. What were Teplov's personal characteristics? 2. By what route did Teplov become district party secretary? 3. Bauer has told us that Teplov is a "Typical" party secretary. What do Teplov's characteristics suggest that a Soviet citizen must be or do to become a district party secretary. J. Divide class into at least four groups. Let each group find sentences from the reading selection that indirectly imply characteristics that are helpful to those holding or seeking positions of political power in the Soviet Union. K. Using Reading #26 CHARACTERISTICS OF A LOCAL SOVIET LEADER, Part II. 1. What was Teplov's role as district party secretary, and what tasks was he expected to perform? 2. Have the groups above, select a task and decide on characteristics Teplov would need to function in that task. L. Use Reading #30 THE ROLE OF SOVIET ELECTION. 1. What positions were being filled by the election? 2. Describe the process a voter goes through in casting his vote. 3. How does this process differ from the United States voting process? 4. What is the significance of these differences? M. Use Reading #41 THE SUPREME SOVIET OF THE USSR. 1. According to the account published in Wevestia, what happened at the first meeting of the seventh session of the Sixth USSR Supreme Soviet? 2. What happened at the second meeting? Were any legislative decisions made by the Supreme Soviet? 3. What happened at the meeting held on December 8th in the Kremlin? Were any legislative decisions made?

CONCEPTS

SUGGESTED ACTIVITIES

4. What happened at the two meetings held on December 9? Were any legislative decisions made?
5. How many major legislative decisions were made at these meetings? How many major political appointments were made?
6. How much discussion on each proposal could the Supreme Soviet have engaged in before making each decision?
7. On whose recommendations was legislation voted upon and appointments made?
8. How accurate do you think the following statement in the Soviet Constitution is? "The legislative power of the USSR is exercised exclusively by the Supreme Soviet of the USSR."
9. What groups do you think influence legislative decision making in the Soviet Union?

N. Project Transparency 42A THE COUNCIL OF MINISTERS.
1. Do there appear to be any parallels between the executive branch of the American government and the Council of Ministers? What are the differences between the two?
2. What is the highest government office in the Soviet Union?

O. Use Reading #42 THE COUNCIL OF MINISTERS OF THE USSR.
What position does Comrade Baibakov hold according to this account? What are some of the decisions he has made in this decision?

P. Project Film strip #3.
1. What are some of the problems making and carrying out these decision?
2. To what extent do the decisions of State Planning Committee affect the average citizen?
3. Do Comrade Baibakov and the members of the State Planning Committee have unlimited authority to make decisions about how resources will be used in the Soviet Union?
4. What would you guess were Comrade Baibakov's qualifications for his job?

Q. Use Reading #43 THE PRESIDENT OF THE SOVIET UNION.
1. Who nominated Mikoyan for the job of President? Under what circumstances was he elected? Whom did he replace? Was this considered a demotion for Brezhnev?
2. What conclusion did Western analyst draw from this change?
3. What appear to be the official functions of the President?
4. What was Mikoyan's background for the job?
5. Is Mikoyan's interest in foreign affairs customary for a President of the Soviet Union?
6. How would you rate the job of President of the Soviet Union as compared to the job of Secretary of the Communist Party? To the Chairman of the Council of Ministers? How would you describe the normal functions of each?

R. Project Transparency 152 STRUCTURE OF THE COMMUNIST PARTY. Review the structure.
1. Who directs party affairs between Communist Party Congresses?
2. Can you trace the lines of authority within the party?
3. What authority goes with the Office of First Secretary of the Communist Party?

S. Use Reading #44 COMMUNIST PARTY DECISION MAKING.
1. What evidence is there to support the theory that the Presidium exercises power within the Communist Party?

CONCEPTS

SUGGESTED ACTIVITIES

T. Use Reading #45 THE SOVIET JUDICIAL SYSTEM.
   1. What charges were brought against Sinyavsky and Daniel?
   2. How did Daniel and Sinyavsky defend themselves? Identify passages as evidence to support your statements.
   3. How valid are Daniel's criticisms of the tactics used to establish his guilt? Analyze each accusation.
   4. What do you think the function of the court was in this trial?

U. Use Reading #46 CHANGES IN SOVIET DECISION MAKING.
   1. Interpret Peter Grose's evaluation of the Brezhnev-Kosygin regime "Theirs has been leadership; it has been management."
   2. How have these individuals differed in their approach to problems of leadership?
   3. How have Brezhnev and Kosygin divided the responsibilities of political leadership?
   4. What is Brezhnev's agricultural program?
   5. What way does Peter Grose imply the Brezhnev's program differs from Khrushchev's approach to handling the agricultural program?
   6. On basis of reading background, what would you suggest as the possible reasons for this change in the style of Soviet leadership?
   7. How far-reaching do you think the effects of this change in style of leadership might be?

V. Reading #47 REVIEW OF SOVIET DECISION MAKING.
   1. Review political decision making process.
   2. What is the difficulty of ruling a nation by a one-man dictatorship?
   3. What is meant by the principle of "Democratic Centralism"?
   4. How has the principle of democratic centralism been interpreted by various Soviet leaders?
   5. Do you agree with Harrison Salisbury that the "Soviet system is not made for collective rule"? Why or why not?

W. Use Reading "53 THE INDIVIDUAL'S ACCESS TO POLITICAL INFORMATION.
   1. What were individuals in the Soviet Union told about the Berlin Crises? What were they not told? What about the China-Indian border incident? What about the Cuban missile crises?
   2. Who decides what the Soviet citizen will be told?
   3. How would you describe the role of communication media in the Soviet Union? The socializing force? Indoctrination?
   4. To what extent is the Soviet citizen's political activity limited by the government's attitude toward the dissemination of information?

X. Use Reading #54 THE RIGHT TO DISAGREE: DISSENT.
   1. What are the subjects of Okudzava's protests?
   2. Is Okudzava protesting Soviet ideology?
   3. What is he suggesting when he sings "We should install a lamp, but in no way can we raise the money"?
   4. How effective do you think Okudzava is in getting support for his points of view?
   5. How easy do you think it would be to convert his kind of following into political influence?

Y. Use Reading #55 THE RIGHT TO DISAGREE: ALIENATION.
   1. Refer to Reading #30: How many people were eligible to vote in 1960 election of delegates to the Supreme Soviet? How many did vote?

CONCEPTS

SUGGESTED ACTIVITIES

2. Does passive alienation, the kind you saw in the voter behavior studies in Reading #49, exist within the Soviet Union?
3. What was Zeitsov's crime?
4. Do you think it is fair to punish a man for something as petty as buying a couple of pairs of stockings to sell to someone else?
5. Were Daniel and Sinyavsky alienated? (Reading #45)

EVALUATION

1. Have students learned that political systems are society's way of regulating relations between individuals and groups of people?
2. Have students learned the basis and background for contemporary governments?
3. Have students learned they have responsibilities to the government under which they live, and what those responsibilities are?
4. Have students learned the political institutions through which a government must operate?
5. Does the student know the organization of the United States national, state and local government?
6. Does the student know the specific delegated functions of the different branches of government?
7. Do the students know what services are provided by the branches of local government?
8. Do students understand the organization and the operation of the two-party system?
9. Do students understand their civil rights as citizens, as well as their responsibilities?
10. Are the students able to make an intelligent comparison of United States and Soviet governments?
11. Do students know the historical background and the ideologies of the Soviet Government?
12. Do students know that in practice political power in the Soviet Union is centered within the Communist party, instead of being divided among the federated republics, as described by their constitution?
13. Do students know the restrictions that are placed upon the individual rights of the Soviet citizen?
14. Have students learned to analyze narrative material, to interpret statistical material and to develop an opinion based on facts?
15. Do students value the right of political participation and want to participate?

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Our Basic Civil Rights
Communism
Communist Accent on Youth
Communist Imperialism
Meet your Federal Government
Role of Government in American Economy

FILMSTRIP, TAPES, RECORDS AND TRANSPARENCY

Comparative Political Systems A V Kit. Holt Rinehart Winston (Fenton Series)
Citizen in Soviet Union
Citizen and His Courts
City Life Soviet Union
Our Congress
Our Federal Government
Federal Courts
Federal Constitution
Our Government

SAMPLE UNIT

AMERICAN GOVERNMENT AND GOVERNMENT OF THE SOVIET UNION
(For concepts and activities refer to Concept VI)

Evaluation of Unit

1. Do students know the historical background and the ideologies of the Soviet Government?
2. Do students know the Soviet Constitution describes a political system to which political power in the Soviet Union is centered within the Communist Party?
3. Do students know that the Communist Party is the only party in the Soviet Union?
4. Do students know that the Soviet leaders are likely to be members of the Communist Party who have worked their way up through the ranks?
5. Do students know that interest groups play some part in the selection of Soviet political leaders, but the will of the general public has little influence on the selection of these political leaders?
6. Do students know that the Council of Ministers of the USSR has legislative as well as administrative powers?
7. Do students know the relative importance in the Soviet political system of the First Secretary of the Communist Party, the Premier of the Soviet government and the President of the Soviet Union?
8. Do students know that the Communist Party has the power to make major policy decisions? That the Soviet courts seem to function more as implementers of state policy than as interpreters of the Soviet Constitution?
9. Do students know that the Soviet Union does not permit the publication of information considered hostile to policies proclaimed by the national regime?
10. Do students know that the individual's right to dissent is limited in the Soviet Union?
11. Have students learned to analyze narrative material, to interpret statistical material, and to develop an opinion based on facts?
12. Have students learned to synthesize several pieces of data?
13. Have students learned to want to participate in politics?
14. Do students value the right of political participation?

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TAPE-Citizenship in Soviet Union
FILM-Communism; Communist Accent on Youth; Communist Imperialism

LEVEL ELEVEN AND TWELVE

SOCIAL PSYCHOLOGY (One Semester-Elective)

OBJECTIVES

1. To enable the student to learn that a close relationship exists between the values held to be stable and normal in a society and the behavior of that society.
2. To enable the student to learn that when individuals have confused attitudes in values, their behavior becomes abnormal to society and affects the social order.
3. To enable the student to develop the ability to adjust to situations and interactions among their peers.

I. THE AREA OF PSYCHOLOGY

CONCEPTS	SUGGESTED ACTIVITIES
1. Psychology has a specific vocabulary. 2. Methods of psychological study involve a. Experiment b. Case study c. Longitudinal studies d. Cross sectional studies. 3. The development of psychology as a social science covers an extensive period.	A. Students prepare a "psychological vocabulary" notebook to be used as a basis for study and understanding. This should be cumulative throughout the course. B. Explain by lecture and illustrative example psychological terms. C. Lecture to students giving a brief review of psychology in modern life--Introduction to psychiatry, psychoanalysis, experimental study, research, etc. D. Use film, "LSD: INSIGHT OR INSANITY". This film provide a good atmosphere for discussion and gaining student interest in self. E. Use either a volunteer group of students or the whole class in groups in the study of "methods of psychological study". Each student or each group will be using a different method of employing the techniques, skills, etc. These are presented to the class.

II. PERSONALITY

CONCEPTS	SUGGESTED ACTIVITIES
1. There is a biological and social foundation for human behavior. 2. Cultural background and socialization influence human personality, emotions, values, attitudes and the social life of persons. 3. Psychologists have classified personalities. 4. Development of good habits serves individuals by freeing the mind for other uses. 5. A hierachy of needs must be reasonably well satisfied before the individual can concern himself with satisfying his needs for self-actualization.	A. Define personality. B. Determine through research the meaning, influence and limitations of heredity and environment on personality. C. Divide class into six groups--three groups gather data that supports the view that environment is more influential in determining personality. Three groups gather data to support views that heredity is more important. D. Use film "Conscience of a Child". Discuss process of identification. E. Use film "David and Hazel". Show effect on personality of family members when there is a lack of family communication or when family communication fails. F. Investigate and examine the Bell Adjustment Inventory Test to acquire information regarding the make-up of a personality test. G. Use film "Untitled"--A modern art picture. Let students interpret picture and give title. Helps to illustrate the projective technique (Rorschach or T.M.C.). Papers should be unsigned. H. Have students write an anonymous Dear Abby type letter giving a personal problem or family or friend's problem. These letters are all submitted to a panel of five or so class members who serve to interpret and give answers. I. Use students in somato-typing process in class demonstration. J. Use current film or television program if it ties in with topic being discussed. K. Have students to make special report on topics that influence personality--i.e.LSD, narcotics, alcohol.

CONCEPTS

SUGGESTED ACTIVITIES

L. Use film "Emotional Health".
M. Use "Time and Emotion Study" by illustrating with a volunteer student in a tooth brushing demonstration using the right hand--left hand elements. After the demonstration, explain this technique is used in industry by industrial psychologist and labor management. Technique may be used to settle labor disputes.
N. Socio-drama of a family ignoring the psychological needs around the dinner table. Have class analyze the roles. Reverse the theme showing complete awareness of psychological needs of family members. Analyze the roles and actions.
O. Use film "Mascow and Self-actualization". Students may see examples of self-actualization.
P. Have volunteer student to report on SRA Pamphlet "Philosophy of Life".
Q. Use Handout--"Hierarchy of Human Motives or Needs", page 23-Kalish. PSYCHOLOGY OF HUMAN BEHAVIOR.
R. Use the exercise to cause students to analyze important qualities. In groups discuss their concepts of the following:
   1. Ideal personality
   2. Ideal male
   3. Ideal female
   4. Effect of physical growth on adolescent personality.

   All groups converge in a large circle and verbally compare notes on group discussions.
S. Acquaint students with personality by giving different types of personality tests. Meaning and interpretation are then explained.

III. PERCEPTION AND/OR LEARNING RESULTS FROM EXPERIENCE, INTELLIGENCE AND MOTIVATION

CONCEPTS

1. Learning results from basic training and experience.

2. The process of learning is based on specific principles.

3. Principles of learning include:
   a. Association
   b. Conditioning
   c. Re-inforcement
   d. Motivation
   e. Problem solving

4. There is an inter-relationship between the process of learning and memory, critical thinking and reasoning.

5. Learning starts at birth and continues through life.

6. Formal education uses principles of learning.

7. The future learning process will continue the use of aids, teaching machines, etc.

SUGGESTED ACTIVITIES

A. Principles of different learning theories are illustrated by experiences: i.e.
   1. Learning by association is illustrated by doing exercise on page 442, Sorenson and Malm PSYCHOLOGY FOR LIVING.
   2. Memory is illustrated by doing exercise on page 447, Sorenson and Malm PSYCHOLOGY FOR LIVING.
   3. Memory capacity of the human brain is illustrated by reading of series of digits (range from 6 to 15 digits) and testing recall.
B. Principles of conditioning and reinforcement are illustrated by discussing hypo-thetical or actual tests.
C. Two experiments in sense perception are conducted. Four students (two boys and two girls) are blindfolded and are instructed to hold their noses shut. Then they are told to eat what is handed to them, and to report what it was--apples, onions, potatoes, pears, celery, radishes--can be used. This usually illustrates that the sense of taste is dulled if the sense of smell and sight is not used.
D. Test sense of hearing by blindfolding a student who is instructed to sit in a chair situated in the center of the room. Spoons are then clicked together by other students, one of them at a time, at different times. From four points in the room directly in front and in back of the student, and directly on either side of the student. This reveals that the origin of sound cannot be determined when it is on the "vertical plane". (Directly in front or directly in back of the subject) The origin can be discerned if it is from either side, unless one ear is closed.

CONCEPTS

SUGGESTED ACTIVITIES

E. A problem solving outline is handed out. A volunteer with a problem reveals this problem to class. Other students supply possible solutions according to the problem solving outline.
F. A simple experiment in extra-sensory perception is conducted. Discussion of results and possibilities to follow.
G. Have students read chapters 3 and 4 "Perceiving the Environment" and "Principles of Learning and Application" Kalish, THE PSYCHOLOGY OF HUMAN BEHAVIOR.
H. Apply principles of learning to effective study.
I. Social Psychology Test:
1. This is a timed test! Work as rapidly as possible in order to complete it!
2. Read all questions carefully before starting the test.
3. Print your name in the following space: _____.
4. Write the name of your city in the following space: _____.
5. Circle the twelfth letter of the sentence in item #4.
6. Underline the last word of the sentence in item #2.
7. Cross out the first word of the sentence in item #2.
8. Spell the word psychology: _____.
9. Find the sum of the following number: 12=14-27=31-64=112
10. Blacken out the fourth letter of the fourth word in item #2.
11. Write the 24th letter of the alphabet in the following space: _____.
12. Indicate whether you are male or female: _____.
13. Double underline the entire sentence in item #7.
14. How many years have you been in school?
15. Slowly count aloud from twelve to zero.
16. In item #3, did you print or write your name? _____. Did you place your last name first?
17. Stand up and recite the first line of "Mary Had a Little Lamb". Sit down.
18. Circle the entire sentence in item #2.
19. Answer ONLY items #3, 8, 12. It is not necessary to answer any others.
20. Use pen, not pencil, in writing this test.
21. Reread item #2.

IV. CONTROVERSIAL ISSUES AND SOCIAL PROBLEMS

CONCEPTS

1. Educational and vocational goals are related to social class identification.

2. Conformity occurs when a person's actions or judgments are determined by the pressures of the group rather than by his own values.

3. Socially mobile people face some problems of acceptance in the new groups as well as conflict in leaving an old group.

4. Ethnic prejudices exist all over the world but differ in intensity, in content, and in victim.

5. Prejudices are learned. No one factor can explain all types of prejudice.

SUGGESTED ACTIVITIES

A. Use film "Willie Catches On"--Brings out various kinds of prejudices and process of acquisition.
B. Use film "High Wall"--Have students suggest methods which may have prevented wrong attitudes
C. Conduct buzz sessions on mass media as it influences attitude.
D. Have students bring to class newspaper editorials differing radically in point of view on some social problem. Analyze the editorials in terms of technique of propaganda.
E. Have a speaker trained and experienced in military life speak on war from his point of view. Have a person frankly opposed to war speak. Account for different attitudes. Common attitudes. Your attitudes. Have your attitudes been modified?
F. Have students for a week watch and report on television programs depicting crime. Are plays realistic? Is the offender depicted as a hero? Are law enforcement officers depicted as heros? Are offenders young, middle-aged or old persons? Are they men or women? What suggestions are made for preventing crime?

CONCEPTS	SUGGESTED ACTIVITIES
6. Prejudices or "pre-judgments" may be positive or negative.	G. Have a student write a rather dramatic story from two or three lead words. Include specific facts, dates, names, and figures. Using ten students--let writer read story to student #1. The following day student #1 repeats story by word of mouth to #2. The next day #2 tells the story to #3 and so on to student #10. On the 10th day, student #10 will write the story. Compare with the original which has been kept, by reading both versions to the class. Were facts forgotten, distorted, or added?
7. Propaganda and education differ in purpose, but not necessarily in content.	H. If anyone in class is a member of an ethnic minority who has suffered for prejudice, ask him to describe his experiences. Discuss some of these experiences briefly. Use one instance for role playing. Ask the person who received the discrimination to play the part of the person exhibiting prejudice.
	I. Using the basic values listed by Kalish, PSYCHOLOGY OF HUMAN BEHAVIOR page 379, have each student rank these in the order of importance to him. Construct a class profile. Discuss why few if any students had identical ratings.
	J. Problems of a controversial nature could be discussed by panel or debate type groups. Presenting arguments in favor or against and defending views. The teacher serves as a referee since the issues have no solution; but do affect the behavior of individuals.

V. CAREER PLANNING AND LATER SOCIAL ADJUSTMENT

CONCEPTS	SUGGESTED ACTIVITIES
1. Other than housewives, the disabled, and the retired, almost all adults work for financial return.	A. In groups decide answers to the following questions after research: 1. What are the personal characteristics to consider in selecting a career? 2. What are the job characteristics to consider in career planning? 3. List major sources of information in helping select a career. 4. What types of personal information may a counselor provide a student in career planning? 5. What is the significance of the job market in vocational planning?
2. Job success and satisfaction are important to the adequacy of the self-concept and the enjoyment of life.	B. Role playing in class followed by discussion: 1. An interview between a Negro applying for a job and the personnel director of a company that does not believe in hiring Negroes. 2. Discussion between a highly successful businessman and his son. The father wants his son to follow in his footsteps; the son wants to be an artist. 3. An interview between a counselor and a student. The student wants to be an electrical engineer, yet the counselor feels that his test scores and grades predict failure in achieving this goal. 4. A "bull session" between two students who are debating the question: Is it better to go into a profession that may help fellow human beings even if the pay is not good, or to go into a job that emphasizes making money with the thought that some of the money could be given to those who need it?
3. Vocational selection necessitates an awareness of the day to day demands of the job, the job characteristics, working conditions, advancement, fringe benefits, etc.	C. Class give and take discussion on the role of automation in career planning today and in the future.
4. Military service can be both vocationally and academically profitable.	
5. Students and others need information and understanding for adequate career planning.	
6. Information about students is available to employers through counseling, testing and self-evaluation.	

CONCEPTS

SUGGESTED ACTIVITIES

D. Use several want-ad sections of the local newspapers for an extended period. Make a list of categories of jobs available. How do they coincide with your own career plans?
E. Have counselor administer a Kuder Preference Test or a report on test previously taken.
F. List personality traits that may interfer with success on job.
G. Arrange a panel discussion explaining the importance of psychology in various professions and occupations.
H. Study want ads. Note psychology related positions.
I. Let students discuss good and bad points about various jobs. Note all jobs have some bad features.
J. Discuss the statement: "If you are not happy on the job, you will not be happy in life."
K. Lecture on values and committment as related to job security and success.
L. Make class survey of students who work on jobs which students have held. What are reasons for quitting? Disappointments in employment should be discussed.
M. Conduct extensive discussion of life on college campuses and the various curricula. Include social life on campus.

EVALUATION

1. Have attitudes changed toward acceptable behavior?
2. Have students acquired a speaking vocabulary of psychological terms?
3. Have students developed a harmonious method of interaction and communication?
4. Have students learned that a close relation exists between the values held to be stable and normal in a society and the behavior of that society?
5. Have students learned that when individuals have confused attitudes in values, their behavior becomes abnormal to society and affects the social order?
6. Have students learned tolerance toward others?
7. Have students adjusted to situations and interactions among their peers?
8. Have students gained maturity in accepting responsibility toward self and others?

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SAMPLE UNIT

MENTAL HEALTH

I. EMOTIONS

CONCEPTS

1. Human beings are capable of feeling and displaying a tremendous range of emotions.
2. When an emotional state occurs, the body undergoes certain physiological changes. Since these changes are usually difficult to observe, we often need to accept the report of the individual that he is feeling an emotion.
3. Emotions can be motivating. On occasion, emotions can reduce the effectiveness of behavior but they are more likely to increase the effectiveness of behavior.
4. Some emotional responses occur almost naturally. Others occur as a result of learning.
5. In every society, people learn what emotions may properly be expressed, and under what conditions.
6. Anger and other emotions may be displaced upon scapegoats.
7. Anxiety, an emotional state similar to fear, results from anticipation of the future or concern over some vague or unknown and unexplainable possibility.
   A. Definition of emotion
   B. Development and expressions of emotions
   C. Example of emotions:
      1) Fear
      2) Anger
      3) Anxiety
   D. Emotion as a "mixed-blessing"
   E. Study of the lie-detector.

II. BASIC TYPES OF STRESS

CONCEPTS

1. Stressful conditions include conflict, frustration, anxiety and guilt; all are evidenced in day-to-day living. All individuals do not have an equal ability to cope with stress.
2. There are some specific factors that lead to stress.
3. The degree of stress tolerance is related to the strength of the self-concept and flexibility of the individual.
4. Physiological changes occur in response to stress.
5. Adjustment mechanisms are unconscious reactions that serve to protect the individual's self-concept and enable him to interpret his behavior as consistent with his values and self-concept
6. Adjustment mechanisms may redirect responsibility, allow for withdrawal, and produce feelings of affiliation.
7. Defense mechanisms often function as psychological crutches. There is danger that they will be used longer than necessary, but removing them too quickly can result in falling.
8. Responses to stress may produce growth, increase motivation, new insights, new levels of aspiration, and new approaches to old problems. On other occasions the individual needs to learn to live with the stress in his life.
   A. Stress
   B. Conflict:
      1) Approach-approach
      2) Avoidance-avoidance
      3) Approach-avoidance
      4) Multiple approach-avoidance
   C. Frustration:
      1) Personal inadequacy
      2) Natural conditions
      3) Man-made conditions
   D. Adjustment Mechanism:
      1) Defense mechanisms:
         a. Projection
         b. Rationalization
         c. Compensation
         d. Sublimation
         e. Negativism
         f. Temper tantrums

E. Anxiety and Guilt:
   1) Family relationships
   2) Love and affection
   3) Opposing group standards
   4) Sex-role demands
   5) Sex and hostile-aggressive behavior
   6) Problems with authority figures
   7) Academic and vocational success
   8) Financial pressures
   9) Health
   10) Death and bereavement

III. NORMAL AND ABNORMAL HEALTH OF THE INDIVIDUAL

CONCEPTS

1. Problems are involved in mental health.
2. Normal and abnormal behaviors occur in an attempt at adjustment.
3. Establish a basis to assess behavior as normal or abnormal.
4. Set up a criteria for a well balanced personality.
5. Look objectively at mental illness. Learn some mis-conceptions about mental illness.
6. Acquire a workable knowledge and store of information on various categories and types of abnormal pathologies, their symptoms, causes, incidence, prognosis and treatment.
7. Vocabulary of psychology:
   A. Abnormal-Normal Behavior:
      1) Regard behavior, normal, or abnormal, as a way of acting or adjusting.
      2) Definition of abnormal behavior
      3) Criteria for abnormal behavior
      4) Assessment of abnormality or normality
   B. Twentieth-Century Age of Anxiety:
      1) Why this age is so called
      2) Facts on mental health-recent statistics (hand out)
   C. Common belief and misconceptions about mental illness.
   D. Classification of abnormal behavior:
      1) Neurosis:
         a. Factors
         b. Common characteristics of neurosis
         c. Five specific types of neurosis and some symptoms:
            (1) Anxiety reactions
            (2) Conversion states
            (3) Dissociative reactions
            (4) Obsessive-compulsive
            (5) Neurotic depression (phobias)
      2) Psychosomatic or psycho-physiological disorders:
         a. Definition
         b. Specific types:
            (1) Hives
            (2) Headaches
            (3) Backaches
            (4) Asthma
         c. Brief discussion on therapy and prognosis
      3) Functional Psychoses:
         a. Definition
         b. Specific types:
            (1) Schizophrenia
            (2) Paranoid reactions
            (3) Manic-depressive
            (4) Involutional psychoses
         c. Therapy and prognosis
      4) Organic Psychoses:
         a. Definition
         b. Specific Types:
            (1) Paresis
            (2) Delirium Tremens
            (3) Senile Psychoses
         c. Therapy and Prognosis
      5) Character Disorders:
         a. Definition and comparable titles, personality disorders or psychopathic personality
         b. Specific types
            (1) Juvenile delinquents
            (2) Criminal
            (3) Sex offenders, sex perverts
            (4) Addicts
         c. Treatments

IV. THERAPY

CONCEPTS

1. The well-balanced individual:
   A. Criteria for mental health (Heirarchy of needs, Maslow)
   B. Therapy as preventative
   C. Therapy as a Therapeutic
2. The maladjusted individual:
   A. Medical therapy:
      1) Shock therapy
      2) Chemo-therapy (tranquilizers and anti-depressants)
      3) Psycho surgery
      4) New trends in care and treatment of mentally ill
   B. Psycho-therapy approaches-group, client centered therapy, etc.:
      1) Psychiatrist
      2) Psychiatric social worker
      3) Psychoiogist
      4) Psycho-analysis
   C. Socio-therapy--emphasis on holistic approach

ACTIVITIES

1. Lecture
2. Combination lecture-discussion
3. Films:
   A. Emotional Health
   B. Emotional
   C. Drug Addiction
   D. Drugs and the nervous system
   E. Schizophrenia types (S.I.U. Library)
   F. Alcohol and the Human Body
4. Field trips to: St. Louis Training School
   St. Louis Mental Hospital
5. Use guest speaker from above institution to show slides, and prepare students for visits.
6. Use of current publications on mental health.
7. Use of case study for the various types of disorders.
8. Use of illustrative materials to show dynamics of certain mental disorders.
9. Use of various handouts:
   A. Facts on Mental Health
   B. Classification of diseases
   C. Increase number of mental illnesses

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4. Albert Brancs. PSYCHOLOGY, SCIENCE OF BEHAVIOR. Allyn & Bacon, 1964
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6. Lester Crow. READINGS IN GENERAL PSYCHOLOGY. Barnes and Noble, New York, 1966
7. Current Magazine Articles
8. Newspaper clippings
9. Television programs and movies
10. Westlake, RELATIONSHIPS, A STUDY IN HUMAN BEHAVIOR. Ginn, 1969
11. Peterson, SUCCESSFUL LIVING. Allyn & Bacon, 1968
12. Any other source that may prove helpful
13. Films as listed under activities

LEVEL ELEVEN AND TWELVE

FAMILY RELATIONS (One Semester-Elective)

OBJECTIVES

1. To enable the student to develop an understanding of how their behavior in the various developmental periods affects themselves and others.
2. To illustrate to the student the value of good physical and mental health as it relates to personal happiness and a wholesome family life.
3. To enable the student to understand the value of human and spiritual values in family living.
4. To illustrate responsibilities involved in parenthood and home making.
5. To establish that the home is a social institution and is a basic unit of a viable democratic society.
6. To provide a foundation for the student to use critical thinking and inquiry in making value judgements that may affect the well being and success of each member of a family.

I. THE INDIVIDUAL IN THE FAMILY

CONCEPTS	SUGGESTED ACTIVITIES
1. Each individual has basic physical and psychological needs.	A. Read Menninger, Wm C. UNDERSTANDING YOURSELF. Science Research Association, Inc., 1960. B. Read Smart & Smart. LIVING IN FAMILIES. Houghton Mifflin Co., 1961 Chpts. V and VII. C. Read Duvall, Evelyn M. FAMILY LIVING. 3rd Ed. Macmillan Co., 1961. Chapter 1. D. Use transparency or chalkboard showing relationship between individual and influences of home, church, school, neighborhood, and peer groups. E. Use filmstrip "Understanding Myself" (School Library) F. Reading assignments: Scheinfeld, Aaron. HEREDITY AND YOU. Lippincott, 1958. Fosdick, ON BEING A REAL PERSON Chap. 2., Schiemel. HOW TO BE AN ADOLESCENT AND SURVIVE. Chap. XI. G. Use case study approach: Example of harmony in interaction. Discuss methods of self control that were used and have been used. H. Dale Carnegie suggests six rules to make people like you: 1. Become genuinely interested in people. 2. Smile 3. Remember that a man's name is to him the sweetest and the most important sound in the English language. 4. Be a good listener. 5. Talk in terms of the other person's interest. 6. Make the other person feel important and do it sincerely. Use this as a basis for discussion on making people like you. Contrast Rule 1, an attitude with the other rules of behavior of action. Collect other examples of attitudes, ways of action to fit other topics, or situations. I. Have students make a personal inventory of their personality. On a sheet of paper list the assets in a column on the left. On the right list the liabilities. Check the liabilities that could be corrected with little effort, and underscore those that would require time and much effort. J. Using the "Developmental Tasks from Birth to Maturity", FAMILY LIVING, Pages 302-310, Duvall, discuss the tasks you have not acquired, or have only partially acquired. K. Write and use skits to point out personality problems. Use to illustrate a correct method or a correct method of attack. L. Use role-playing by assigning the roles of persons in disagreement, (parents, teachers, bully, police, a conservative, a liberal, etc.) M. Use current publication stories, news articles, and T.V. programs to point out some concepts of communication, family living, personality needs and typical problems in adjustment.
2. Heredity and environment are both forces in individual personality development.	
3. Satisfaction of basic needs at each stage of life are necessary to good mental health.	
4. The role of the individual in the family varies in relation to ideals, conditions, situations, attitudes and concept of family.	
5. The individual forms his standard of behavior through a reaction to his environment by his personality.	
6. Harmonious communication and interaction by family members result in a strengthened family unity.	

II. MARRIAGE IS A WAY OF LIFE

CONCEPTS

1. A successful family fulfills the basic needs of each member at each stage of life development.

2. Sound parental guidance at each stage of development is vital to growth of effective individuals, family members, or members of society.

3. Dating is an American cultural system of mate selection.

4. Individuals qualify best for marriage when they are well acquainted, when they are mature enough that personality needs will not greatly change, when they understand the roles and responsibilities of marriage partners, and have mutual present and long term goals.

5. Reasonable adjustments in values, attitudes, and behavior are necessary to marital success and satisfaction.

6. Many characteristics that make for a successful permanent marriage are evidenced during pre-marriage social relationships.

SUGGESTED ACTIVITIES

A. Evaluate in class discussion the traits of emotional immaturity, Landis & Landis, page 148-149, PERSONAL ADJUSTMENT, MARRIAGE AND FAMILY LIVING.
Discuss these factors in the light of successful friendships, successful marriage, marriage failure.

B. Evaluate the traits of emotional maturity (above reference). Discuss these in the light of successful friendships, successful and unsuccessful marriage.

C. Let half the students prepare a list of desirable qualities and traits for a mate. Let the remaining students prepare a list of undesirable, or intollerable traits for a mate. Discuss the outcome of marriages in which these traits exist.

D. Submit case study briefs of various personality types. Let class evaluate each as to a probable success or failure as a marriage mate.

E. Use film "Is It Love". Evaluate the qualities of the characters. What factors point to failure? Stress parental approval or disapproval.

F. Show film "Are You Ready For Marriage". Stress importance of narrowing the psychological distance through association over a longer period of courtship. Emphasize the factors in Cupid's Check list.

G. Show film "When Should I Marry" Use the case of Hal and Helen to illustrate immaturity, poor judgement and financial inadequacy. Use the case of Bert and Betty to show need for agreement on values and agreement on long term goals.

H. Use "Test For Agreement" Landis and Landis, PERSONAL ADJUSTMENT, MARRIAGE AND FAMILY LIVING, page 134. Have students choose preference of activity of the thirteen listed choices. Compare choice by two students of opposite sex. Note the number of failures to agree on choice of activity.

I. Using some point of disagreement in above exercise, let two disagreeing students play the role of mates and reach an agreement on the point of issue.

J. Have student write a personal analysis on a topic as "Myself Thirty Years Hence" Include goals, self-evaluation, influence of society.

K. Using library resources, write a reaction to a book on behavior standards such as:
GOD SEX AND YOUTH, Hulme
SEX WAYS IN FACT AND FAITH, Duvall
BLUEPRINT FOR TEEN-AGE LIVING, Menninger
TWIXT TWELVE AND TWENTY, Boone
THRESHHOLDS TO ADULT LIVING, Craig
LOVE AND THE FACTS OF LIFE, Duvall
WHY WAIT TILL MARRIAGE, Duvall (Others)

L. Show film "How Shall I Love Thee". Have students evaluate the attitudes and behaviors patterns of the characters. What factors influenced toward questionable behavior? What factors influenced toward acceptable behavior?

M. Use student panel groups to report on topics:
Use of Family Car
Hours to get in from dates
Steady dating-pro and con
Use of alcohol on dates
Problems of narcotics facing youth.

N. Show film: "Narcotics, The Inside Story"
"Seduction of the Innocent"
Follow with discussion on drugs-effects and illegal usage.

CONCEPTS	SUGGESTED ACTIVITIES
	O. Show film "Innocent Party" and "Quarter Million Teenagers" Discuss V. D. from viewpoint--who is innocent? Prevalence of V. D. prevention. P. Use filmstrip "Steady Dating", "Getting Along With Parents", "Dating" Q. Discuss abortion as to legality, and as to danger involved. R. Discuss adoption as an alternative. Show the desire for adoption. Discuss the possibility for a child adopted by devoted responsible people in the relationship to lack of advantage to an unwanted, possibly unloved child in a home of aged grandparents.

III. FAMILIES IN OUR SOCIETY

CONCEPTS	SUGGESTED ACTIVITIES
1. The American way of life is dependent upon the family unit. 2. In American culture, the family is the approved unit for bearing and rearing children. 3. Families vary as to composition,as to age and number, degrees and kind of control, and socio-economic status. 4. The physical, emotional and mental health of the individual is dependent upon the family and public agencies. 5. The family provides for both formal and informal transmission of cultural heritage and democratic values. 6. The establishment of moral and spiritual values and attitudes are largely dependent on the family unit. 7. The family functions include the physical, social and personality development of its members into worthy family members, community members and world citizens. 8. In American culture, the family with the help of the community provide for the recreation and the education of the indivudual. 9. The American economy is influenced by the economic practices of the American family. 10. Rapid changes in society creates needs for adjustments in family living in order to maintain stability. 11. Every family goes through a life cycle with each stage involving both adjustments and satisfaction. 12. Social, community or cultural problems involve family and community interaction. 13. Money and other resources must be managed with careful utilization, if basic needs and goals are to be achieved.	A. Read Landis & Landis PERSONAL ADJUSTMENTS, MARRIAGE AND FAMILY LIVING, Chapter 13-25, for background information. B. Conduct a debate discussion concerning mental competence as a requirement for a marriage license. C. If a premarital counseling service personal speaker is available or a person versed in the legal aspect of marriage, have them speak to the class, answering questions concerning the legal requirements. D. Use a foreign exchange student (if possible) or various nationalities represented in class. Have these students report on marriage customs from the areas with which they are familiar. E. Use case studies of mixed marriages. These may be real cases or from reading sources. Let students make suggestions for methods to resolve or avoid difficult situations. F. Divide the class into seven groups. Let each group make a study and report by a panel group, giving problems, examples, length of time for adjustment and probably success in each of the seven major areas of marital adjustment. G. In a socio-drama have students demonstrate family quarrelling. Show how quarrels may be used to aid constructive problem solving. Show how when the issue is ignored in personal attacks it destroys relationship and solves no problem. H. Show film "Handling Marital Conflict". I. Evaluate the two couples quarrels. Show why the more heated quarrel was the most constructive. J. Have class suggest methods for getting along with in-laws. Evaluate suggestions given. Landis & Landis, PERSONAL ADJUSTMENT, MARRIAGE AND FAMILY LIVING, Pages 246-249. K. Use research data, or interview by legal expert to show or explain: 1. Causes of divorce 2. Legal causes for divorce 3. Problems that face the divorced 4. Child support. L. Lecture to class on the responsibility of prospective parents preparing for parenthood, childbirth, and adjustment to pregnancy and to becoming a parent. M. Have class members relate examples of childhood behavior. Evaluate cause, and possible types of correction as being constructive or destructive. N. Emphasize discipline as more effective than punishment in general outcome of the individual. Show emotional development and adequacy to be closely related as to effective child rearing.

CONCEPTS	SUGGESTED ACTIVITIES
	O. Have students who have an adequate situation to observe a younger child over a period of one month. Report to the class on behavior. What behavior done by the child may have also been done by an adult? Would it have been normal or abnormal for an adult? P. Show the film "Terrible Two's and Trusting Three's". Why do their attitudes change? Q. Show film "Conscience of a Child", How is conscience developed? R. Review Landis & Landis PERSONAL ADJUSTMENT-MARRIAGE AND FAMILY LIVING. Chapter 19-20. Discuss the major problems of families related to money. S. Read: 1. CONSUMER CREDIT AND YOU 2. BASIC PRINCIPLES IN FAMILY MONEY AND CREDIT MANAGEMENT. Hawyer 3. HOW TO STRETCH YOUR MONEY. Margolius 4. BUYER, BE WARY! . Margolius 5. A GUIDE TO CONSUMER CREDIT. Margolius 6. Others of this nature T. Show films: 1. "Why Budget" 2. "Wise Use of Credit" U. Relate films to reading. Discuss value of budget. Meaning of credit How credit is earned Cost of credit Why credit must cost When credit is advantageous When cash buying is advantageous Disadvantages of credit buying Kinds of credit. V. Have students select at least four items they are now or would consider buying when married. Using research (Consumer's Guide, Consumer's Reports, Current periodicals) decide what variety of the product desired would be the best to buy. W. Using an average family income, plan a budget for a hypothetical family consisting of not less than one child. Itemize the needs under the heading: Food; shelter; household operation; clothing; transportation; personal advancement; savings; insurance and contributions. Use a separate sheet to list food items by name, amount, cost of unit and total cost. X. Make a study of furnishing cost and housing payments for hypothetical home, which you may reasonably expect to secure by your third year of marriage. Interview a real estate salesman to determine cost, interest, taxes, and house payment. Y. Let students decide on a type car that would be most satisfactory for a family car. 1. Divide class according to automobile make interest. Let these students contact at least two dealers and check for the following information: a. Cash cost of car without accessories b. Cash cost of car with accessories c. Required down payment on car d. Monthly payment on car 2. Have driver's education teacher talk to the class concerning the following items: a. Insurance cost for various age drivers b. Average milage for drivers c. General upkeep needs and cost d. License cost (state and local)

IV. FAMILIES OF OTHER CULTURES

CONCEPTS

1. There are similarities among families of different cultures.
2. Understanding of differences in culture patterns improve appreciation and understanding of behavior of other peoples.
3. Appreciation of different cultures tend to strengthen relationship among people of the world.

SUGGESTED ACTIVITIES

A. Have various students make a study and report to class on specific cultures.
B. When available have international or foreign exchange student to describe culture patterns, dating, and marriage practices in his or her culture.
C. Use students that may have lived in, or visited other culture areas, to give their experiences. Especially use behavior, dating habits, and marriage practices.
D. Have a general class buzz session. Use questions students have and comments they make to bring the class to a general appreciation and understanding of other cultures.

EVALUATION

1. Have students a better understanding of self, and their life goals?
2. Have students an understanding of how their behavior in the various developmental periods affect themselves and others?
3. Do students recognize the needs of others in a family group?
4. Do students appreciate the value of good physical health, and good mental health as it relates to personal happiness and a wholesome family life?
5. Do students appreciate human and spiritual values in family living?
6. Have students learned to appreciate the responsibilities involved in parenthood and home making?
7. Do students understand the home as a social institution and as a basic unit of society, even a democracy?
8. Have students gained a competency in decision-making, and value judgements necessary for happy family living?
9. Have students gained an understanding of the effects contemporary living has on the family?
10. Have students developed an ability to use critical thinking and inquiry in making value judgements that may affect the well being and success of each member of a family?

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Applebaun. WORKING WIVES AND MOTHERS. Public Affairs Pamphlet
Black. IF I MARRY OUTSIDE MY RELIGION. Public Affairs Pamphlet
Carson. SO YOU WANT TO ADOPT A BABY. Public Affairs Pamphlet
Cohen. PERSONAL MONEY MANAGEMENT. Bankers Association of America
Duvall and Duvall. SAVING YOUR MARRIAGE. Public Affairs Pamphlet
Eckert. SO YOU THINK IT IS LOVE. Public Affairs Pamphlet
English, D. A GUIDE TO SUCCESSFUL FATHERHOOD. Public Affairs Pamphlet
Henry. EXPLORING YOUR PERSONALITY. Science Research
Jenkins and Kouman. HOW TO LIVE WITH PARENTS. Science Research
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LeShan. YOU AND YOUR ADOPTED CHILD. Public Affairs Pamphlet
Mace. WHAT MAKES A MARRIAGE HAPPY. Public Affairs Pamphlet
Menninger. MAKING AND KEEPING FRIENDS. S.R.A.
Menninger. UNDERSTANDING YOURSELF. S.R.A.
Neugarten. BECOMING MEN AND WOMEN. S.R.A.
Margolius. BUYER, BE WARY. Public Affairs Pamphlet
Margolius. FAMILY MONEY PROBLEMS. Public Affairs Pamphlet
Margolius. CONSUMER'S GUIDE TO HEALTH INSURANCE PLANS. Public Affairs Pamphlet
Margolius. HOW TO STRETCH YOUR MONEY. Public Affairs Pamphlet
Ogg. WHEN PARENTS GROW OLD. Public Affairs Pamphlet
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Scriptographic Booklet. CONSUMER CREDIT AND YOU. Channing L. Bete Company, 1965
Smith. BUILDING YOUR PHILOSOPHY OF LIFE. S.R.A.
Weitzman. GROWING UP SOCIALLY. S.R.A.
BUILDING YOUR MARRIAGE. Public Affairs Pamphlet

PERIODICALS

Parents Magazine
P.T.A. Magazine
Journal of Family Living
Readers Digest
Consumer's Report

FILMS

ACT YOUR AGE
ANSWERING THE CHILD'S WAYS
ARE YOU READY FOR MARRIAGE
EARLY MARRIAGE
ENGAGEMENT: ROMANCE OR REALITY
FEELING OF DEPRESSION
HANDLING MARITAL CONFLICTS
HOW DO I LOVE THEE
INNOCENT PARTY
IS THIS LOVE
LSD INSIGHT OR INSANITY
MARRIAGE IS A PARTNERSHIP
NARCOTICS: THE INSIDE STORY
PSYCHOLOGICAL DIFFERENCES IN THE SEXES
QUARTER MILLION TEEN-AGERS
SEDUCTION OF THE INNOCENT
TERRIBLE TWO'S; TRUSTING THREE'S
WHEN SHOULD I MARRY
WISE USE OF CREDIT
WHY BUDGET

FILM STRIPS

ALCOHOL AND YOU, PARTS I AND II
DATING
FAMILY PORTRAITS
GETTING ALONG WITH PARENTS
GOING STEADY
NARCOTICS AND YOU, PARTS I AND II
SO YOUR BUDGET WON'T BUDGE
WITH THIS RING
NEW MORALITY

SAMPLE UNIT

FAMILY FINANCE

CONCEPTS

1. Effective management of a family income aids in reduction of family conflict.
2. Cost of home purchasers involves interest, taxes, and required insurance.
3. Family income is a joint responsibility of marriage partners.
4. Credit is used by most all American people in some form.
5. Credit is earned.
6. The factors of credit rating are capital and character.
7. There should be a close relationship between income and credit obligations.
8. A budget is the best way to plan effective money management.
9. Insurance, an almost necessary item in any family money plan, primarily affords protection.
10. Consumer information is available in many reliable sources.
11. Transportation cost, an item of expense, is increasingly important because of inadequate public transportation system and the society recreational interest.
12. Vocational preparation and choice should consider long term values.

SUGGESTED ACTIVITIES

A. Read Landis & Landis, Chapter 19-20, PERSONAL ADJUSTMENT, MARRIAGE AND FAMILY RELATIONS.
B. Use film WHY BUDGET?
C. Use filmstrip SO YOUR BUDGET WON'T BALANCE.
D. Use film WISE USE OF CREDIT.
E. Use CONSUMER REPORTS. Read a report on items of concern, noting ratings and points examined.
F. Have speaker from Missouri Consumer Finance Association.
G. Read the booklet CONSUMER CREDIT AND YOU.
H. Read BASIC PRINCIPLES IN FAMILY MONEY AND CREDIT MANAGEMENT by Carl F. Hawyer-National Consumer Finance. Learn the following terms:
Credit rating
Discretionary income
Installment buying
Credit Terms
Service credit
Delinquent disposable income
Collateral
I. Plan a family budget on an average family income using one or two children. Include an itemized list of items and cost for food, clothing, household operation, transportation, shelter, personal advancement and savings, insurance, and contributions.
J. Have students go house shopping. Interview salesman. Establish the following: cost of home, down payment required, closing cost, amount of loan payment on principal and interest Estimated taxes, home owners insurance cost, total down payment on 20, 25, or 30 year loans. Note the total amount paid on the total amount paid without interest.
K. Plan an itemized list with unit cost per item and total cost per room for furnishing home. What would it cost to furnish an entire house? Cash down payment-monthly payment.
L. How do the monthly home payment and the monthly furnishing payment compare with your budget estimate for shelter and furnishing expense?
M. Read FAMILY MONEY PROBLEM. Sidney Margolius, Public Affairs Pamphlet.
   1. What is the biggest problem in family finance
   2. How can money be used to control or punish a family member?
   3. Why is "easy credit" a serious problem?
   4. Why should newlyweds guard against early gratification of desires or dreams?
   5. What problems do working wives and moonlighting husbands seek to solve? What ones do they create?
   6. What characteristics are usually found in a family that is making adequate or good financial progress.
N. Read BUYER, BE WARY. Sidney Margolius, Pamphlet Public Affairs.
   1. List several major shopping difficulties.
   2. What are some essential facts a consumer should know when shopping?
   3. What are some standards to look for?
O. Study cost of credit vs. cash buying. Make a comparison on actual items such as colored television, automobile, revolving credit plan vs. monthly cash statement.
P. Of the four major insurance plans, straight life, limited payment, endowment, or term insurance, what are the advantages of each?

CONCEPTS

SUGGESTED ACTIVITIES

Q. Read CONSUMER'S GUIDE TO HEALTH INSURANCE PLANS. Sidney Margolius.
   1. What has been the record of the cost of health care?
   2. What plans of insurance may be purchased?
   3. What is the best choice?
   4. Explain broad basic coverage. What is meant by major medical?
   5. Does solo or group buying give the best benefit?

R. Study occupational index as to qualifications, probable opportunity, advantages, disadvantages and change of advancement and probable income.

S. Use examples of case situations where mortgage insurance was advantageous for surviving family members.

T. Use hypothetical situations to cause students to evaluate costs.

U. Have students divide in groups:
   1. Decide on a practical family car.
   2. Have a committee from each group go to a dealer and investigate price of car stripped; price of car with accessories; required down payment; length of time for payments and the difference in cash purchase. Have the various groups investigate a variety of cars and/or dealers to report to class.
   3. Have one or two committees interview insurance salesmen and report to class on automobile insurance cost.
   4. Have driver education teacher speak to class about car maintenance, gas and oil cost, license, average annual mileage.
   5. In view of reports estimate the cost of transportation for the average family.

EVALUATION

1. Have the students learned to evaluate the cost of credit?
2. Have the students learned the advantage of cash buying?
3. Have the studentslearned the essentials for earning credit?
4. Have the students learned the advantages of being informed before making purchases of any consequence?
5. Have the students learned the advantages by budgeting the family income?
6. Have the students learned that meeting obligations promptly makes a good credit rating?

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Hawyer. BASIC PRINCIPLES IN FAMILY MONEY AND CREDIT MANAGEMENT. National Consumer Finance
Margolius. BUYER, BE WARY. Public Affairs Pamphlet
Margolius. FAMILY MONEY PROBLEMS. Public Affairs Pamphlet
Margolius. HOW TO STRETCH YOUR MONEY. Public Affairs Pamphlet
Margolius. CONSUMER'S GUIDE TO HEALTH INSURANCE PLANS. Public Affairs Pamphlet
FAMILY FINANCE. Bankers Associates of America

FILMS AND FILMSTRIPS

WHY BUDGET? (f)
WISE USE OF CREDIT (f)
SO YOUR BUDGET WON'T BALANCE (s)

LEVEL TWELVE

SOCIOLOGY (One Semester Elective)

OBJECTIVES

1. Develop the student's ability to analyze the forces which affect man in his social environment.
2. Develop the student's ability to understand the nature of the cultural heritage, cultural change, and the effect of culture in shaping personality.
3. Develop the student's understanding of particular social institutions and their problems.
4. Develop an understanding of intra-relationship and inter-relationship among social, cultural political, and moral problems and issues.
5. Develop means by which the student may investigate the basis of attitudes, values, and beliefs.

I. MAN AND HIS ENVIRONMENT

CONCEPTS	SUGGESTED ACTIVITIES
1. The natural environment affects man's social relationships.	A. Read ORDEAL IN THE YUKON. Life Magazine, April 12, 1963. Analyze how the people adapted to the natural environment.
2. The social environment is composed of various types of groups.	B. Make a list of attitudes that you have learned from the following groups: Family, Friends, and Work group.
3. The feeling that a person's culture, race, or environment is superior is called ethnocentrism.	C. An examination of open-housing gives the student an insight into the development of ethnocentrism.
4. Social interaction takes many forms.	D. If there is a foreign student in school, have him relate his feelings upon coming to Hazelwood.
5. Folkways and mores are specific forms of social behavior.	E. Show how cooperation and competition play a part in school spirit.
6. Man, as a product of his environment, develops a social self.	F. Have students make two lists: One of mores and one of folkways. Ask if any of the mores were ever folkways.
	G. Have a student pose as a citizen of the year 2000. Have him tell the citizens of today how he feels about natural resources, and how they have affected man's social relationship.
	H. Discuss "In what way is culture being influenced by climate in your community?"
	I. Suppose that interplanetary travelers were to discover life on another planet. What basic characteristics would the inhabitants of the planet require in order to fall into the sociological definition of "human"?

II. CULTURE AND THE CULTURAL ENVIRONMENT

CONCEPTS	SUGGESTED ACTIVITIES
1. Culture refers to the man-made environment which includes material traits.	A. Problems of promoting in under-developed lands are discussed in CULTURAL PATTERNS AND TECHNICAL CHANGE. This is suitable for a book report or oral chapter report.
2. Acculturation is the process of acquiring the culture of another area or another group.	B. Make a list of the ten greatest inventions. Discuss why each invention was chosen.
3. Culture is dynamic which, in turn, causes changes in the social environment.	C. If there is a foreign student in school, have him describe his experiences in adapting to American customs.
4. Culture is as old as man himself.	D. Arrange for a person from a city planning commission discuss the purpose and duties of such a committee.
5. Personality is shaped to fit a particular culture.	E. Brief study of pre-historic man and his artifacts proves interesting to students.
6. Each culture is unique in its own way, but it also shares common elements with other cultures.	F. Read about the life of some African tribe. Analyze how their personalities are shaped by the culture.
	G. Discuss: "What answer would you give those who argue that social planning is Communistic?"
	H. Have students read about some culture other than their own. As the students describe this particular culture, point out how their own values appear in their description.
	I. List ten items in our own culture that originated in the Far East.

III. MAN AND SOCIETY

CONCEPTS	SUGGESTED ACTIVITIES
1. The status of an individual is determined by other people in the same group.	A. Students may write an essay concerning their status in various groups to which they belong. B. Students should try to distinguish various factors affecting status.
2. The social structure of a society is a framework of personal and group statuses within a large number of subcultures.	C. Assign oral reports from [illegible]. Compare the young people described in this book with young people in the St. Louis area.
3. Each individual, as a member of a group, has a specific role. Because individuals belong to more than one group, each person may play many different roles.	D. Discuss the possible role conflict of a man who is a minister and a tavern operator. E. Discuss the role of government in assuming the support and care of the elderly as opposed to the family taking care of the aged.
4. Within a society, there are institutions which are established ways of meeting needs that are considered important by a group.	F. Organize teams to debate the changing roles of the following social institutions in contemporary society: 1. Education 2. Church 3. Government 4. Family
5. Social control takes many forms.	G. Describe the social disorganization which would likely result from nuclear warfare. H. Show how gossip in a small town is a form of social control.
6. Communication is essential to human relations and to the social structure which arises from the group relationship.	I. Discuss the tactics used by advertisers on television. J. Play a game of charades to illustrate the importance of communication. K. Analyze ads as to propaganda techniques.

IV. MAN AND HIS PROBLEMS

CONCEPTS	SUGGESTED ACTIVITIES
1. Relations with ethnic and minority groups result in a variety of problems such as racial inequality.	A. Read NEGRO VIEWS IN AMERICA. Describe attitudes of men such as Cato, Adam Emery, and John Scott. Do they differ from yours and if so, how and why B. Read Chapter IX in THE AMERICAN NEGRO. What are some of the problems which have arisen since the 1954 Supreme Court decision?
2. Population growth poses problems of housing, food shortage, civil and recreational facilities, health and employment.	C. Some of you probably have parents, grandparents, or relatives who emigrated to the United States. Ask them some of the problems which they encountered (ethnic, religious, or otherwise) upon arrival. For those who don't have such relatives--what do you think some of these problems might be?
3. Problems of human ecology and the rural and urban community need more consideration in a changing society.	D. Write a short report on how population growth affects you. What are some of the problems that population growth presents to society?
4. Social diseases such as venereal disease, alcoholism, and drug addiction are major health and social problems.	E. Jack Smith lives on a farm 200 miles from Charlie Smith in St. Louis. What differences might there be in the everyday way of life? Would either have trouble adjusting to the other's environment? How?
5. Longevity creates a need for activity, recreation, and social security.	F. Synanon and Alcoholics Anonymous have been very successful in the rehabilitation of drug addicts and alcoholics. Why? Do you think there is more that society can do to aid this rehabilitation program?
6. The delinquent and the criminal are social problems in contemporary society.	G. Describe the style of life of your retired grandparents, aunts, uncles, etc. What are their interests? Are they able to do all they would like to do? If not, why?
7. Social institutions are molded by the contemporary society.	H. Discuss what organized society could and should do to alleviate the rising rate of juvenile delinquency and crime. I. The emphasis today is on "law and order". What does that phrase mean to you? J. What are some of the factors which can lead to delinquency or crime? Can society do more to remove some of these factors? K. Organize teams to debate the changing role of social institutions in contemporary society: 1. Education 2. Church 3. Government 4. Family L. Will American social institutions change be beneficial?

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FILMS

BEARGRASS CREEK
CAVE DWELLERS OF OLD STONE AGE
FAMILY OF GHANA
KU KLUX KLAN
LIFE IN HAITI
MAN AND HIS CULTURE
POLYNESIAN CULTURE
POPULATION ECOLOGY
WHAT ABOUT PREJUDICE?
WHY VANDALISM?

FILMSTRIPS

FEEDING THE WORLD'S PEOPLE
THE GROWING CRIME RATE
TIERRA DEL FUEGO
UNDERSTANDING CITY PROBLEMS
THE TENEMENT

EVALUATION

1. Has the student been able to analyze the forces which affect man in his social environment?
2. Does the student understand the nature of the cultural heritage, cultural change, and the effect of culture in shaping personality?
3. Has the student developed an awareness of how personality is developed and the effect of personality upon the individual's relationship to the group?
4. Has the student developed an understanding of particular social institutions and their problems?
5. Have the social problems and principles of sociology been related to the experiences of today's teen-agers?
6. Does the student understand intra-relationships and inter-relationships among social, cultural, political, and moral problems and issues?
7. Has the student learned to investigate the basis of attitudes, values, and beliefs?
8. Has the student learned to deal with controversial issues in the proper perspective?
9. Has the student learned to make intelligent decisions based on the best available information from varied media?

SAMPLE UNIT

MINORITY RELATIONS

CONCEPTS	SUGGESTED ACTIVITIES
1. When values become confused, individual behavior and social order are affected.	A. Read NEGRO VIEWS IN AMERICA. Describe the attitudes of men such as Cato, Adam Henry, and Johnnie Scott. Compare the attitudes of these men with those of students.
2. Social problems are deviations in social behavior.	B. Read chapter IX in THE AMERICAN NEGRO. Describe some of the problems which have arisen since the 1954 United States Supreme Court decision.
3. Social problems have a close and continuing relation to the values society regards as stable and normal.	C. Read BLACK LIKE ME. Describe the attitudes of both Negroes and Whites toward the author.

CONCEPTS

4. Historical backgrounds are helpful in understanding current problems.

5. Many of society's most pressing problems have taken their present form because of unresolved tensions which exist within a culture.

SUGGESTED ACTIVITIES

D. Students should read current periodicals to keep abreast of specific situations as they occur.
E. Report on outstanding contributions of members of racial or ethnic minority groups in America.
F. Study the passive-resistance methods used by Negroes since desegregation and appraise their effectiveness.
G. Prepare a written report attempting to analyze the nature of your own prejudices.
H. Collect and display examples of stereotypes.
I. Have a real estate agent speak on the subject of open housing.
J. Have a minister speak on the subject of inter-racial marriages.
K. Throughout the semester, students should keep a note book summarizing articles about minority relations. Students may then write a report based upon their reading.
L. Show film KU KLUX KLAN
M. Show film WHAT ABOUT PREJUDICE?

CONTENT OUTLINE

I. Definition of terms
   A. Racial minority
   B. Ethnic minority
   C. Prejudice
   D. Discrimination
II. Causes and Effects of prejudice and discrimination
   A. Development of attitudes
   B. Cultural differences between groups
   C. Economic and class differences
   D. The role of segregation
   E. Voting inequalities
   F. Combating prejudice and discrimination
III. Development of race
   A. Historical theories
   B. Racial divisions
IV. Historical background of selected racial and ethnic minorities
   A. Negro history
      1. Negroes at Jamestown
      2. Mayflower Compact
      3. Causes of Civil War
         a. Emancipation Proclamation
         b. Attitude of Southern aristocrats
      4. United States Supreme Court decisions
         a. Plessy vs. Ferguson
         b. Brown vs. Board of Education
      5. Integration at Little Rock, Arkansas
      6. Civil Rights Act of 1966
   B. Jewish History
      1. Growth of anti-semitism
         a. Role of Jews during Middle Ages
         b. Vienna Massacre
         c. Hitler's Germany
      2. Growth of Zionism
         a. Role of the United Nations
         b. Position of the Arab countries
V. Review of specific current problems (based on current information)
   A. Mexican farm workers
   B. Open-housing
   C. Position of Negro organizations
   D. The role of churches in minority relations
   E. Fair employment
   F. Inter-racial marriage

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FILMS: KU KLUX KLAN; WHAT ABOUT PREJUDICE

LEVEL TWELVE

ECONOMICS (One Semester Elective)

OBJECTIVES

1. Develop an understanding of the vocabulary and principles of Economics.
2. Develop an understanding that economic systems have major differences as well as similarities.
3. Develop an understanding and an appreciation of the basic framework of the American economy.
4. Develop a body of content that will provide a comparison of the types of economics of the world.
5. Develop a basis for the use of the mode of inquiry to enable the student to reach responsible decisions regarding our economy.

I. ECONOMIC SYSTEMS

CONCEPTS	SUGGESTED ACTIVITIES
1. There are three major types of economic systems.	A. Have students write a short paragraph in which they describe the major values implied in President Johnson's Economic Report Reading #3--THE AMERICAN VALUE--COMPARATIVE ECONOMIC SYSTEMS Coleman.
2. The basic problems of all economic systems is how to deal with scarcity.	B. Suppose you were told to analyze the economy of a country you knew nothing about. In a few paragraphs, explain the way in which you could use the concept of scarcity as an analytical tool.
3. Values have a profound influence on economic systems.	C. Show filmstrip THE ESKIMOS: THEIR RESOURCES AND THE ESKIMOS: THEIR TECHNOLOGY.
4. Economic systems have major differences as well as similarities.	D. Encourage students to cite examples of American customs that inhibit growth and change. You may prompt them or augment their lists.
5. Economic systems are dynamic.	

II. RESOURCES

CONCEPTS	SUGGESTED ACTIVITIES
1. Goods and services produced by a society are fashioned by the resources it has at hand.	A. A case study--You have an after school job delivering pizzas. You spend your earnings on weekly club dues. You think that with a bicycle you could increase your earnings. You still have to pay your weekly club dues out of your earnings. What pre-condition for investing in capital goods seems to be lacking? How might this be fulfilled? What are the risks?
2. Human resources are needed to convert natural resources into useful goods and services.	B. Human resources are far more important to an economy than natural resources. Man is so intelligent that he can often invent substitutes for natural resources or import them from long distances. But without human resources, natural resources cannot be developed. Write a short essay in which you attack or defend this statement. Support your conclusion with specific evidence.
3. The evaluation of the effectiveness of a society in the production of goods and services may be determined, in part, with a knowledge of the abundance of the resources.	C. Use Reading #11 CAPITAL RESOURCES IN THE AMERICAN ECONOMY--COMPARATIVE ECONOMIC SYSTEMS. Coleman, page 36.
4. The world's economic systems are limited by the geographic areas in which they exist. Some have an abundance while others are limited.	D. Use transparency 11, list of goods.
	E. Investigate the problems and bring evidence to show whether or not workers beyond the age of 65 can continue to work effectively on the job.
	F. Encourage students in discussion to the point that incentive and technical know-how were missing in the Hawaiian example. Reading page 6 COMPARATIVE ECONOMIC SYSTEMS.
	G. On an outline map of the United States mark: 1. Five large dams 2. Five atomic plants 3. The St. Lawrence Seaway 4. Three forest areas 5. Three rich petroleum areas

III. THE MARKET ECONOMY

CONCEPTS

1. In a market society, the main economic decisions are made by consumers and producers not by the government.

2. The United States has basically a market economy. The free market has at times been modified because of the value that Americans place on security and fair play.

3. Every time you make a purchase, take a job, etc., you are making an economic decision.

4. The guiding value in a market economy is free competition.

SUGGESTED ACTIVITIES

A. "Competition is dead." Everybody talks about it, but no one really wants to compete when competition threatens to cut profits or make work harder. Attack or defend this statement in a few paragraphs supporting your position with specific evidence.

B. Let's say that an evening of bowling and an evening at the movies cost about $2.00 in your neighborhood. Suppose the local movies cut their price to $ .75. How might the demand for bowling and the movies be affected?

C. In most communities, the American Telephone and Telegraph Company is the only supplier of telephone service. Why does it advertise its services?

D. The Hershey Chocolate Company doesn't advertise. Why do you think it doesn't?

E. How does Medicare affect the demand for doctor's services? Why?

F. Interview the manager of your school cafeteria to learn the general rules or principles used in deciding how much to charge for different foods. Why are prices likely to be less than those charged in a privately owned restaurant?

G. Discussion of question: Is the practice of bringing out new and slightly different models of automobiles each year wasteful? Why or why not?

IV. COMMAND ECONOMY

CONCEPTS

1. Command economies confront the same economic questions as traditional market economies, but they answer their questions through a centralized planning.

2. The Soviet Union is considered the most successful command economy in the world.

3. The government of the Soviet Union makes the main economic decisions but consumers, producers and tradition all lend their influence.

SUGGESTED ACTIVITIES

A. Use Reading #35 THE SOVIET EXECUTIVES, page125 COMPARATIVE ECONOMIC SYSTEMS.

B. Use transparency #35 Flow chart of reports and orders. (Book of transparencies in audio-visual kit)

C. In one paragraph, describe how a decision to build a new steel mill would be made in the United States. In a second paragraph, describe how the same decision would be made in the Soviet Union. In a closing paragraph, compare and contrast the two decision making processes.

D. Compare the manager of a steel mill in Volgograd with the manager of a steel mill in Gary, Indiana. In what ways are their situations similar? How is the American manager likely to differ from the Soviet manager?

E. Why would an advertising agency probably have a difficult time selling its services to a Soviet manager?

F. Report on Fabian socialism and Utopian socialism.

G. Use reading #36 THE CHANGING COMMAND ECONOMY, page 128 COMPARATIVE ECONOMICS SYSTEMS. Coleman. Discuss questions from guide book:
   1. On what would the factory managers base their decision?
   2. Why did Professor Liberman issue his manifesto?

H. Discuss: How do you think labor unions would fare in a command economy?

V. DISTRIBUTION

CONCEPTS

1. Each society must answer the question of distribution; who gets what of the goods and services produced.

SUGGESTED ACTIVITIES

A. Use Reading assignment #33? MODEL OF THE FACTOR MARKET, page 135 COMPARATIVE ECONOMIC SYSTEMS. Coleman.

CONCEPTS

2. A society in determining its means of distribution must consider growth and stability.

3. The market economy and the command economy have each modified their economics in order to more justly distribute the goods and services produced.

4. Production of any good or service usually requires some combination of three different resources or factors of production: land, labor and capital.

5. The market and command economics will differ in their distribution of their goods and services in their economy.

SUGGESTED ACTIVITIES

B. Explain factors of production is a market economy.
C. In the real world's market economics, who decides how much should be paid (interest) for the loan of money (capital) with which to buy machinery (capital)?
D. Use Reading #38 HOW LABOR MARKETS WORK page135 COMPARATIVE ECONOMIC SYSTEMS. Coleman.
E. Use #8 WAGES OF TRUCK DRIVER,From audio visual kits guide book page 159.
F. Use the game of Market as suggested in the guide book, page 149-152.
G. Use Record--side 2-band 1--Three labor union songs.
H. Reading #41 IMPACT OF LABOR UNIONS--COMPARATIVE ECONOMIC SYSTEMS. page 144. Coleman.
I. Use class handout #9, Guide page 160. Use questions for discussion.
J. Project transparency #43 THE RICH AND POOR IN THE UNITED STATES. What pattern does this table show? How equal is educational opportunity in the United States?
K. Use reading assignment #46 LABOR MARKETS IN THE SOVIET UNION Page 166 COMPARATIVE ECONOMIC SYSTEMS. Coleman.
L. How are the principles underlying the Soviet labor markets like the principles underlying the labor markets in the United States. Do we have a duty to work in the United States? Does the Soviet Union have a duty to work?
M. How do the right workers get the right jobs in the Soviet Union?
N. What are the major differences in job markets between the Soviet Union and the United States?

VI. GROWTH AND STABILITY

CONCEPTS

1. Economic freedom is never absolute. The actions of others have a direct effect upon other individuals within the command and market economics.

2. The United States is interrelated.

3. Two major goals of an economy are to provide economic growth and stability.

4. There are acceptable means for measuring growth and stability; and the effects of each upon the average citizen.

SUGGESTED ACTIVITIES

A. Have students read #49 WHAT DIFFERENCE DOES STABILITY MAKE? page 179. COMPARATIVE ECONOMIC SYSTEMS. Coleman.
B. Examine employment figures from graph on page 180. COMPARATIVE ECONOMIC SYSTEMS. Coleman. Using the above as a source answer the following questions:
   1. When did the Great Depression take place?
   2. When did recessions occur between 1929-1966?
   3. Why are unemployment statistics a fair indicator of recessions or depression?
C. Use filmstrip THE GREAT DEPRESSION frames 1-4. Discuss each frame as the implications of effects of depression.
D. Continue filmstrip, letting students discuss with a final generalization.
E. To study stability and the effect on depressions on a market economy, define the following terms in writing: 1) depression; 2) inflation; 3) deflation; 4) business cycle; 5) unemployment rate; 6) price index.
F. Discuss definitions in class participation.
G. Read #51 MEASURING PERFORMANCE: the GNP, COMPARATIVE ECONOMIC SYSTEMS Page 187, Coleman.
H. Distribute handout on figuring GNP. After study determine what four factors must be kept in mind when thinking of GNP. What are the three components of GNP?
I. Use Reading #52 DECISION MAKERS: THE CONSUMER.
J. Project transparency #52 CONSUMPTION FLOW. Why does the diagram portray C as a loop? How might businessmen spend income received from consumption spending?
K. Project transparency #53 INVESTMENT FLOW. Explain the formula GNP C I G.

EVALUATION

1. Does the student understand the three major types of Economic systems?
2. Does the student have an understanding of the vocabulary and principles of Economics?
3. Does the student understand that economic systems have major differences as well as similarities?
4. Does the student understand America's market economy?
5. Do students recognize explicit and implicit values?
6. Can students form a hypothesis? Test a hypothesis or revise a hypothesis when presented with conflicting data?
7. Can the student illustrate the differences between a command economy and a market society?
8. Does the student recognize the guiding value in a market economy is free competition?

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   THE MYSTERY OF ECONOMIC GROWTH
   THE NATIONAL DEBT
   THE NEW POVERTY
   THE PRICE SYSTEM
   UNEMPLOYMENT IN PROSPERITY: WHY?

SAMPLE UNIT

THE WHAT AND HOW IN A COMMAND ECONOMY

CONCEPTS	SUGGESTED ACTIVITIES
I. Command Economy:	
1. The command economy faces the same basic problems as a traditional or market economy.	A. Use Reading #30. B. Review the three types of economic systems, keeping in mind that no "pure" types exist in the modern world. C. Answer questions below as they apply to each traditional, market, and command economy: 1. How does each answer the basic economic question of what, how, and to whom? 2. Why does each system make choices? 3. What is meant by economic scarcity? Alternative costs? 4. Why does economic scarcity exist in a command economy? Can it be "planned out"? 5. How would the principle of interrelatedness be applicable in the Soviet economy? 6. How did interrelatedness affect American economy when the government set high prices on bags during World War II? (Refer to discussion on page 110 in COMPARATIVE ECONOMIC SYSTEMS)
2. Choices in a command economy are made through a centralized planning agency.	
3. Economic decisions in a planned economy involve thousands of interrelated factors.	
II. Soviet Union modification of the command economy:	
1. The history and values of leaders have shaped the Soviet Union economy.	

CONCEPTS

2. The five core elements in the Soviet economy are: nationalization of most productive resources; centralized distribution of key materials; collectivization of agriculture; comprehensive planning and control through the Communist party.

3. Industrialization, pre-conditioned by agricultural productivity, has a profound effect on the Soviet Union.

4. Every economic system has pressures from conflicting interests.

5. When formal lines of authority do not produce desired goals, informal lines of authority may develop.

6. The Soviet executive, in addition to his unique problems and functions, shares many problems and functions with the American executive.

SUGGESTED ACTIVITIES

7. Suppose the government decided to leave prices of corn and hogs alone, but needed more industrial, alcohol and oil. What would it have to do?

D. Have students read #31.
   1. Look at four questions in reading which can be answered mainly by fact? Which mainly by know-how? Which mainly by judgment?
   2. On this basis, what kind of staff would a Planning Czar assemble in order to operate smoothly.

E. Disbribute handout 7. After reading materials under "The Facts" and "The Decisions", trace the series of complication--fill in the blanks.
   1. Did you need facts, know-how or judgment? (Both facts and know-how--The Czar needed value judgment.)
   2. If production of orders is to go to 100 next year, what must happen to order consumption this year?
   3. What kinds of pressure is the Planning Czar subject to? To what extent is he free to run the economy?

F. Use Reading #32. Answer questions as follows:
   1. Why do we look at Soviet history to understand Soviet economy?
   2. Why did the Czarist regime sponsor industrialization in the 1890's?
   3. Why did the Communist regime push for industrialization? (refer to page 118 text)
   4. Why did both regimes try to raise agricultural productivity?
   5. What was NEP? Why inaugurated? What followed NEP?

G. To review background view filmstrip B.:
   1. Project frames 1-6 to show Russian agriculture. Note the equipment being used in the 1890's.
      How would mechanized reapers and equipment in America at the same time affect industrialization in America?
   2. Project frames 7-10.
      How would you describe Russian transportation?
   3. Project frames 11 and 12.
      Describe Russian markets.
   4. Project frame 18. Compare progress of Russian industrial development by 1910 with other major powers.

H. With above background--What was the Russia like that was inherited by Lenin from the Czars?

I. Use Reading #33.
   1. What are the two key facts of Russian history that have had a profound impact on Soviet economic development?
   2. How does the lack of political freedom relate to economics? How do Russians expect basic economic questions to be answered?
   3. How does political freedom in the United States affect our economic system?
   4. Examine the five elements central to the Soviet command economy as follows:
      a. Nationalization
      b. Centralized distribution
      c. Collectivization
      d. Comprehensive planning
      e. Control

J. Compare the roles of government in economic life in the Soviet Union and the United States.

CONCEPTS

SUGGESTED ACTIVITIES

K. Use Reading #34.
   1. What does the reading have to do with making planning work?
   2. What does a Zis man do? Page 124-"My specialty is eliminating bottlenecks and oiling the wheels of industry."
   3. What is his economic function? Coordination--a plant manager?
   4. Why is a Zis man necessary? Even though a planned economy exists, unforeseen events occur.
   5. What choices are open to an American factory manager, but not to a Soviet manager, caught in short supply of a needed product?
   6. Why does the accountant support the Zis man? Why are the director, chief cashier, party secretary, and the staff man on the side of Zis man?

L. Project transparency 34.
   1. What do phrases refer to? As time permits, you may want to analyze the phrases individually or in groups to show that we have counterparts to the Zis man in the American economy.
   2. Can you think of other phrases that refer to people who perform the same function?
   3. Are such people necessary in a market economy?

M. Use Reading #35. What are the five core elements of the Soviet economy? (recall from reading #33)

N. Project transparency #35.
   1. From where does information flow?
   2. From where do orders flow?
   3. Does the information flow help produce the flow of orders?
   4. What does an executive do?
   5. Where would the Soviet executive be on the diagram?

O. Use the steel industry as an example:
   1. What kinds of decisions are made at each level?
   2. Who decides how much steel is needed?
   3. Who decides how many steel mills should be built?
   4. Who decides how much ore will be allocated?
   5. Who sets the steel production quota for each worker?

P. Compare the manager of a steel mill in Volgograd with the manager of a steel mill in Gary, Indiana. How are they similar? How would they differ?
   Why is the American manager likely to place greater emphasis on labor saving devices?
   Why is the Soviet manager likely to place less emphasis on labor saving devices?

Q. Why would an advertising agency probably have a difficult time selling its services to a Soviet manager?

R. Reading #36.
   1. How would economic decisions be made in a pure command economy?
   2. What are the core elements of the Soviet economy?
   3. Which of these five core elements was being attacked most strongly after Khrushchev's ouster? Was the attack full or partial?
   4. What directly alarmed Soviet economists in 1964?
   5. What is GNP, and what was the significance of the failure of the Soviet Union's GNP to grow rapidly?

CONCEPTS

SUGGESTED ACTIVITIES

S. Under pure command, how are the decisions made which fall under comprehensive planning?
T. Why did Professor Liberman issue his manifesto?
U. Under a pure market model who makes the decisions?
V. Which of his six suggestions were directly designed to reduce in efficiency?
W. What would his suggestion do to the Zis man if they proved fully successful?
X. Why has the Soviet Union adopted some of Liberman's suggestions?
Y. If Liberman has his way, how would the Soviet Union economy differ from the market economy of the United States?

EVALUATION

1. Have the students learned that each economy faces the same basic problems?
2. Do they realize that choices in a command economy are made through a centralized planning agency?
3. Are students able to abstract principles from a narrative account?
4. Are students able to abstract similarities from seemingly diverse situations?
5. Can students use evidence to support a statement?
6. Are they willing to see likenesses as well as similarities between the economies of the United States and the Soviet Union?
7. Does the student accept the fact that most generalizations need to be qualified?

SELECTED REFERENCES

READINGS

Reading #30. COMPARATIVE ECONOMIC SYSTEMS-Ed. Fenton, Holt Rinehart and Winston
Reading #31. COMPARATIVE ECONOMIC SYSTEMS-Ed. Fenton, Holt Rinehart and Winston
Reading #32. COMPARATIVE ECONOMIC SYSTEMS-Ed. Fenton, Holt Rinehart and Winston
Reading #33. COMPARATIVE ECONOMIC SYSTEMS-Ed. Fenton, Holt Rinehart and Winston
Reading #34. COMPARATIVE ECONOMIC SYSTEMS-Ed. Fenton, Holt Rinehart and Winston
Reading #35. COMPARATIVE ECONOMIC SYSTEMS-Ed. Fenton, Holt Rinehart and Winston

FILMSTRIPS

THE RUSSIAN ECONOMY IN THE NINETEENTH CENTURY. Audio Visual Kit, Fenton

TRANSPARENCIES

Transparency #34. "List of Colloquial American Expressions" Audio Visual Kit, Fenton
Transparency #35. "Flow Chart of Reports and Orders" Audio Visual Kit, Fenton

CLASS HANDOUT

Class Handout #7. "Command Economy's Interrelationships" Audio Visual Kit, Fenton

LEVEL TWELVE

INTERNATIONAL RELATIONS (Two Semesters-Elective)

OBJECTIVES

1. Develop the ability to read and interpret varying opinions.
2. As a responsible citizen, to keep abreast of world affairs and foreign policy decisions.
3. To understand that the global society is racially and culturally diverse and that it is increasingly urbanized and mechanized.
4. Understand that within the global society there is an interdependence of people and nations.
5. Develop an understanding of the United States' position as a world leader in international affairs.

I. NATIONAL COMMUNITIES AND INTERNATIONAL STUDY

CONCEPTS	SUGGESTED ACTIVITIES
1. A global society is: a. A racially diverse society with a majority of its population being non-white b. A multi-lingual society c. A culturally diverse society d. In general an economically depressed society e. An increasingly violent society f. A rapidly growing society g. An increasingly urbanized society h. An increasingly mechanized society i. An increasingly interdependent society. 2. There are certain major social processes within global society such as: a. Intergroup conflict and conflict resolution b. Intergroup violence c. Intergroup collaboration d. International trade, foreign aid and foreign investment e. Foreign policy decision making f. Economic and political development. 3. Nations within this global society are related to each other and to the United States. 4. Within the global society there is an interdependence of people and nations. 5. International values and their limitations should be understood and shared. 6. A nation chooses the extent of international trade and/or national self sufficiency.	A. Use maps to understand: 1. National physical boundaries 2. Ideological power blocs 3. Culture areas 4. Religious spheres 5. Language areas 6. Allignment between East and West. B. Teacher lectures: 1. Value of international trade 2. Nationalism vs. Internationalism 3. Understand basic ideoligies from IDEOLOGY AND WORLD AFFAIRS 4. Differences in religions, cultures, and political backgrounds. C. Student discussions-specifically the "case study" approach. D. Answer questions from "World Affairs Workshop". E. Keep abreast of current problems through periodicals. F. Show film "The Hat" and discuss issues involved. G. Show film "Boundary Lines" to initiate discussion.

II. AMERICAN FOREIGN POLICY

CONCEPTS	SUGGESTED ACTIVITIES
1. American foreign policy is dependent upon an informed people. 2. American foreign policy is a process of policy implementation. 3. Changing world conditions cause a constant reevaluation of foreign policy. 4. American aid is a major factor in foreign policy.	A. Opinion ballot to determine student ideas on United States foreign policy before beginning formal study. B. Teacher lecture on United States foreign policy explaining terms, problems, etc. C. Students read THE FOREIGN RELATIONS SERIES to study foreign policy structure of the United States government in relation to other countries D. Discussion of questions and vocabulary from reading above. E. Use of individual reports from questions in teacher's manual. F. Student research paper on some aspect of United States foreign policy decision making. (One to three pages in length.) G. Students read from Great Decision 1964, 1967; for example #7, AMERICAN POWER AND FOREIGN POLICY or more recent article.

CONCEPTS

SUGGESTED ACTIVITIES

H. Using the above reading discuss opposing opinion.
I. Write answers to questions based on fact and opinion.
J. Play simulation games about international affairs.

III. INTERNATIONAL ORGANIZATION

CONCEPTS

1. Countries have attempted to establish a world peace through collective security.
2. The United Nations has been very successful in handling problems such as the population explosion and the war on hunger.
3. The United Nations has had limited success in handling problems involving national boundaries.

SUGGESTED ACTIVITIES

A. Students should read WILL THE UNITED NATIONS SURVIVE? Play tape which accompanies this book. Supplement the reading with diagrams.
B. Show films for example:
   1. Pattern for Peace
   2. We the People
C. Lecture and discussion throughout the year describing the international organizations to which nations belong.
D. Play simulation game,"Dangerous Parallel".

EVALUATION

1. Have students learned to keep abreast of foreign policy and world affairs?
2. Have students learned sources of information to keep abreast of world affairs?
3. Have students an understanding of America's relation to geographic areas of the world?
4. Have students gained an ability to read and interpret varying opinions?
5. Have students developed the concept of the interdependence of people and nations?
6. Do students understand that the United States is a world leader in international affairs?

SELECTED REFERENCES

MAGAZINES AND NEWSPAPERS

Christian Science Monitor
Current History
Manchester Guardian
National Review
Post Dispatch (Educational Edition)
Saturday Review
Soviet Life
Student Weekly (New York Times)
The New Republic
Time
United States News and World Report

SUPPLEMENTARY SERIES

American Education Publication, New York
AFRICA--EMERGING NATIONS BELOW THE SAHARA. Ed. John Maynad, 1966
CHANGING LATIN AMERICA. Ed. Doris Burack, 1967
CHINA, TROUBLED ASIAN GIANT. Norman J. Crampton, 1968
MIDDLE EAST. Ed. Richard K. Tucker, 1968
SOUTH EAST ASIA. George Merrill, 1966

Foreign Relations Series, Chicago
AFRICA AND THE WORLD TODAY. Carl Rosberg, 1960
AMERICA'S ROLE IN THE MIDDLE EAST. S. Jones, 1961
AMERICA'S STAKE IN WESTERN EUROPE. Harold Deutsch, 1959
CHINESE DILEMMA. John Armstrong. 1956
INDIA AND THE WORLD TODAY. Hyman Kublin, 1963
THE UNITED STATES AND THE UNITED NATIONS. Chadwick Alger, 1963
THE UNITED STATES AND WORLD AFFAIRS. Raymond Platig, 1956
THE UNITED STATES ROLE IN LATIN AMERICA. George Blanksten, 1962

Our Widening World. Rand McNally and Company, New York, 1967
EAST ASIAN CULTURE
INDIA AND SOUTH EAST ASIA
LATIN AMERICAN CULTURE
MIDDLE EAST AND MUSLIM CULTURE
THE CULTURE OF AFRICA SOUTH OF THE SAHARA
WEST EUROPEAN CULTURE

Scholastic Book Services, New York
INDIA. Emil Lengyel, 1961
THE RIM OF ASIA
THE SOVIET SATELLITES OF EASTERN EUROPE. Irwin Isenberg, 1963
TWO CHINAS. Oliver Bell, 1963
WHAT YOU SHOULD KNOW ABOUT COMMUNISM AND WHY. 1962

World Affairs Workshop. New York Times and Encyclopedia Britannica
AFRICA. Waldemar A. Nilson, 1967
COMMUNIST CHINA. Harry Schwartz, 1967
MIDDLE EAST. Jay Walz, 1967
LATIN AMERICA. Ted Szulc, 1965
SOUTH EAST ASIA
SOVIET UNION. Harrison E. Salisbury, 1967

SUPPLEMENTARY TEXTS

Bailey, Thomas. A DIPLOMATIC HISTORY OF THE AMERICAN PEOPLE. New York: Appleton, 1960

FILMS

Buddhism, Man and Nature
Challenge of Ideas
Containment in Asia
Importance of Rice
Pattern for Peace
South East Asia, Problems of Transition
Two Views on Socialism
We, The People
The Rat
Boundary Lines
Food and People
Highlights of the United Nations, 1947-48
Law and Social Control
United Nations In World Dispute
World Balance of Power
Workshop For Peace
Decision to Drop the Bomb
Foreign Trade
Hungry Angelo
Challenges of Coexistence
Containment in Asia
Confrontation
Not So Long Ago: 1945-50 (Parts A and B)
The Widening Gap
Four Families (Parts A and B)

FILMSTRIPS

Buddhism
Foreign Relations
Hinduism
Presidential Sweepstakes
Russia: Fifty Years of Revolution
South East Asia
Struggle With Southeast Asia
Target the Moon
The Arab World
The Generation Under 25
The History of Dissent

TAPES

The Draft (To go with Behavorial Research Lab. Programmed Texts)
Vietnam (To go with Behavorial Research Lab. Programmed Texts)
Will the United Nations Survive? (To go with book by Behavorial Research Lab. Programmed Texts)

SAMPLE UNIT

CONCEPTS

1. American foreign policy must be constantly re-valued.
2. The State Department is the major decision-making organ of American foreign policy.
3. Citizens should be informed and take an active interest in foreign policy.
4. The United Nations is the most important organ for inter-national cooperation today.
5. Areas of the world are joined through various organizations. (ie NATO, SEATO, BAGHDAD PACT.)

SUGGESTED ACTIVITIES

A. Students fill out opinion ballot to determine their ideas on United States foreign policy before beginning formal study.
B. Read THE UNITED STATES AND WORLD AFFAIRS, (Chap. 1-4) to study foreign policy structure in the United States government
1. Teacher lecture
2. Discussion of questions and vocabulary words
3. Questions and reports assigned from teacher's manual.
C. Teacher lecture from Ideology and World Affairs (Chap. 1,2,3,4) to understand basic world ideologies. Reproduce diagram from book.
D. Student paper loom to three pages on some aspect of United States foreign policy decision making.
E. Show Film: Challenge of Ideas.
Filmstrips: Foreign Relations.
Presidential Sweepstakes.
Target the Moon.

CONCEPTS

SUGGESTED ACTIVITIES

F. Students read from GREAT DECISION 1968, discussion question #7, AMERICAN POWER AND FOREIGN POLICY.
   1. Discussion of opposing opinions.
   2. Written answers to questions found at the end of the reading.
G. Students read WILL THE UNITED NATIONS SURVIVE? Programmed learning text.
H. Students listen to WILL THE UNITED NATIONS SURVIVE? (Tape)
I. Teacher lecture on international organizations, i.e. United Nations, SEATO, NATO.
J. Movies to supplement and explain international organization. i.e.
   We, The People
   Pattern For Peace
   The Hat.

EVALUATION

1. Does the student understand the process by which foreign policy is made?
2. Does the student understand how nations are involved in international organizations?
3. Can the students compare and contrast conflicting opinions in American foreign policy?

SELECTED REFERENCES

A DIPLOMATIC HISTORY OF THE UNITED STATES. Thomas Bailey, 1949
CURRENT HISTORY
GREAT DECISIONS. 1968. Foreign Policy Association
IDEOLOGY AND WORLD AFFAIRS
NATIONAL REVIEW
NEW REPUBLIC
SATURDAY REVIEW
STUDENT WEEKLY. New York Times
THE NATION
THE UNITED STATES AND THE UNITED NATIONS. CHADWICK ALGER, 1963
THE UNITEDSTATES AND WORLD AFFAIRS. Raymond Platic, 1966
TIME
UNITED STATES NEWS AND THE WORLD REPORT
WILL THE UNITED NATIONS SURVIVE? Science Research Program, 1967

FILMS

Challenge of Ideas
Pattern for Peace
We, The People
The Hat

FILMSTRIPS

Foreign Relations

FILMSTRIPS AND RECORDS (sets from New York Times)

Presidential Sweepstakes
Target the Moon

TAPES

Will the United Nations Survive?